

REPORT
ON THE
MAYO COLLEGE,
AJMER,
RAJPUTANA
For 1920-21.

No. 5876 of 1921.

FROM

CAPTAIN G. B. WALKER, M.C., I.A.,

Secretary to the Hon'ble the Agent to

the Governor-General in Rajputana.

To

THE PRINCIPAL,

MAYO COLLEGE, AJMER.

Dated Mount Abu the 12th October, 1921.

Sir,

I am directed to acknowledge the receipt of your letter No. 1720/11 dated the 26th September, 1921, with which was forwarded a valuable and interesting Report on the working of the Mayo College for the year ending on the 30th April 1921.

2. The Hon'ble the Agent to the Governor-General is pleased to see that the College has during the year maintained a high standard of efficiency in the various branches of its activities, and congratulates all concerned on the very satisfactory results of the Diploma and Higher Diploma Examinations.

3. The financial position of the College still requires careful consideration. It is hoped, however, that the measures recently taken for its improvement will be effective in restoring stability.

I have the honour to be,

Sir,

Your most obedient servant,

E. C. GIBSON,

For Secretary to the Hon'ble the Agent to

the Governor-General in Rajputana.

No. 1720 of 1921.

FROM

F. A. LESLIE-JONES, ESQR., M.A., C.B.E.,

PRINCIPAL MAYO COLLEGE,

AJMER.

TO

THE SECRETARY TO THE HONOURABLE

THE AGENT TO THE GOVERNOR-GENERAL,

RAJPUTANA,

MOUNT-ABU.

Dated Mayo College, Ajmer, the 20th September, 1921.

Sir,

I have the honour to submit for the information of the Hon'ble the Agent to the Governor-General and Chief Commissioner the Annual Report of the Working of the Mayo College for the year ending 30th April 1921.

2. Annexure A contains a list of the Members of the General Council and the Managing Committee of the College.

GENERAL COUNCIL
AND MANAGING
COMMITTEE.

The proceedings of the Council and the Managing Committee are dealt with in a later paragraph.

3. The following changes in the Staff took place:—

THE STAFF.

Mr. F. A. Leslie-Jones, Principal, Mayo College, was on furlough for six months from 1st July 1920 in continuation of the College vacation and Mr. S. F. Madden, Vice-Principal acted as Principal during his absence.

Mr. J. M. Ashcroft on release from Military duties joined the Mayo College on the 24th February 1921 as English Assistant Master on the Reserve list.

Pandit L. G. Sathe, Indian Assistant Master was on privilege leave on half pay from the 29th October to 28th November 1920 and Pandit Hira Lal Joshi acted for him during his absence.

In connection with the deputation of Lala Gopi Nath Aggarwal to the Kotah State, Pandit Iswar Narain Kichlu acted as Temporary Indian Assistant Master from 1st September 1920 to 10th March 1921.

Lala Harcharan Das, Indian Assistant Master was granted privilege leave on half pay from 7th February to 15th April 1921 and Pandit Hiralal Joshi acted for him during his absence.

Swami Narayan Dass resigned his posts as Temporary Indian Assistant Master and Indian Superintendent, Jhalawar House from the 16th November 1920.

Mr. J. M. Gangoli worked as Temporary Indian Assistant Master from 18th November to 18th December 1920 and Mr. W. S. Pandit was appointed Indian Superintendent of Jhalawar House in addition to his own duties as Superintendent of Games from the 16th November 1920.

Pandit Iswar Narain Kichlu, Motamid of the Colvin House who was granted leave without pay for one year from 23rd January 1920 returned to duty on the 11th July 1920.

Lt-Colonel L. J. M. Deas, I.M.S., remained in Medical charge of the College till the 19th October 1920 and was replaced by Major R. H. Lee I.M.S., who remained in charge till the 1st December 1920 when he was replaced by Lt-Colonel J. W. Watson, C.I.E.

THE COLLEGE ROLL.
Total Number

The number of boys on the College roll at the end of last year was 110. During the year 18 boys left and 16 joined the College leaving the total at the end of the year 108.

Withdrawals.

Annexure C gives the names of the 18 boys who were withdrawn during the year, their ages, States and the periods of their stay at the College. Fourteen of these belong to Rajputana, one to Central India and three to other States.

Amongst the Post-Diploma boys Sahibzada Muhammad Tanfiq Khan of Tonk, Thakur Ranbijai Singh of Sarana, Ajmer and Kanwar Ganga Singh of Pokran, Marwar left after passing the Higher Diploma Examination. Thakur Nathu Singh of Gumanpura, Dungarpur left to join the Royal Military College at Sandhurst.

Four boys left after passing the Diploma Examination.

Of these Kanwar Rawat Singh of Bursu, Marwar, is now reading for his degree in the University of Allahabad while Rajkumar Alakh Narayan Gajpatiraj of Vizianagram and Kanwar Bhom Singh of Bidwal left to learn administration work of their respective estates and Kanwar Kalyan Singh of Bijwar went to England with His Highness the Maharaja of Alwar.

Rajkumar Raghuraj Singh of Nimrana and Raja Sukhdeo Singh of Poonch left owing to ill health.

Rajkumar Vizianand Gajpatiraj of Vizianagram left to go to England to prosecute his studies there.

The others were withdrawn on account of age or for domestic reasons.

Admissions.

Annexure D gives the names of the 16 boys who were admitted during the year with the names of their parents, dates of joining and the States from which they come.

Of the 16 new boys, 10 came from Rajputana, 3 from Central India, 2 from Kapurthala, Punjab and one from Mansa, Mahikantha.

Of the 10 Rajputana boys, 3 came from Marwar, 2 each from Ajmer and Bharatpur and one each from Alwar, Banswara and Mewar.

As regards age and attainments the new admissions were generally satisfactory.

The Bundi, Dholpur, Jaisalmer, Sirohi and Tonk States were unrepresented at the end of the year.

The distribution of the College roll at the end of the year was as follows:—

(a) Rajputana States:—

Marwar	...	...	...	...	13
Alwar	...	...	...	...	11
Mewar	...	...	...	...	8
Bharatpur	...	...	...	...	9
Ajmer	...	...	...	...	6
Bikaner	...	...	...	...	5
Kotah	...	...	...	...	5
Banswara	...	...	...	...	2
Dungarpur	...	...	...	...	2
Jaipur	...	...	...	...	2
Kishangarh	...	...	...	...	2
Partabgarh	...	...	...	...	2
Jhalawar	...	...	...	...	1
Karauli	...	...	...	...	1
Khushalgarh	...	...	...	...	1
Shahpura	...	...	...	...	1
Total	...	...	...	...	108

(b) Central India States:—

Gwalior	...	...	...	...	2	
Indore	...	...	...	...	2	
Sailana	...	...	...	...	2	
Jaora	...	...	...	...	2	
Alipura	...	...	...	...	1	
Ratlam	...	...	...	...	1	
Dhar	...	...	...	...	1	
Jhabua	...	...	...	...	1	
Narsingarh	...	...	...	...	1	
Kathiawara	...	...	...	...	1	
				Total	...	14

(c) Other States:—

Mahikantha:—

(1) Danta	...	...	...	...	4
(2) Idar	...	...	...	...	2
(3) Mansa	...	...	...	...	1

Total ... 7

Madras, Banganapalli ... 3

Bihar and Orissa:—

(1) Nilgiri	...	...	...	...	1
(2) Gangpur	...	...	...	...	1
(3) Dumraon	...	...	...	...	1

Total ... 3

United Provinces:—

(1) Bansi	...	...	...	...	1
(2) Oel	...	...	...	...	1

Total ... 2

Surat Agency:—

(1) Surat	...	...	...	...	2
(2) Dharampur	...	...	...	...	1

Total ... 3

Nepal	...	...	...	...	2
Punjab Kapurthala	...	...	...	...	2
Kashmir	...	...	...	...	1

Total ... 23

Grand Total ... 108

A comparison with the figures of last year shows that the number of boys from Rajputana fell from 75 to 71 and the number from Central India rose from 12 to 14 and the number from other States remained the same.

**AVERAGE NUMBER,
AGES AND ATTEN-
DANCE.**

5. The following table gives for the last 19 years (a) the number on the College roll at the end of the year, (b) the daily average number on the roll and (c) the daily average number present:—

Year.	No. on the roll at the end of the year.	Daily average No. on the roll.	Daily average Number present.
1902-1903	49	51	43.65
1903-1904	88	68.96	61.06
1904-1905	96	87.50	82.61
1905-1906	123	108.51	102.43
1906-1907	143	135.32	128.88
1907-1908	165	148.88	138.24
1908-1909	171	169.74	157.20
1909-1910	184	179.27	166.53
1910-1911	200	197.65	181.25
1911-1912	202	198.71	181.25
1912-1913	189	189.06	170.61
1913-1914	177	177.19	161.05
1914-1915	156	155.47	145.78
1915-1916	148	147.53	137.61
1916-1917	143	139.21	127.54
1917-1918	120	121.63	107.40
1918-1919	112	107.77	91.54
1919-1920	110	105.55	95.94
1920-1921	108	103.90	95.94

The daily average number absent with leave is 7.77 as against 9.04.

Annexure E contains a table giving the number of boys arranged according to classes their ages, length of residence and attendance, and the maximum, minimum and average age in each class.

The average age of each class is given below:—

	Years.	Months.
Post-Diploma Class 3rd year	21	0
Post-Diploma Class 2nd year	21	10
Post-Diploma Class 1st year	20	2
Diploma Class	18	7
Class II	17	10
Class III	18	0
Class IV	16	10
Class V	16	6
Class VI	13	4
Class VII	13	7
Class VIII	11	10

HEALTH.

6. The health of the College was well maintained. The daily average number boys sick was 1.19 and the average percentage of sickness was 1.25.

There was no serious case of illness among the boys. His Highness Maharawal Lakshman Singh of Durgapur had an acute attack of dysentery during the year.

Destruction of snakes.

Rewards were given for 61 snakes killed during the year.

FINANCE
Income and Expendi-
ture

7. A detailed statement of the Income and Expenditure of the College Fund for the year 1920-21 is given in Annexure F.

The following is a condensed statement:—

College Fund Balance Sheet.

Opening balance on 31st March 1920 in the Ajmer Treasury	Rs. 21,703 10 9
Receipts during the year	Rs. 1,33,765 14 1
Total Receipts	Rs. 1,55,469 8 10
Expenditure during the year	Rs. 1,52,814 11 5
Closing balance on 31st March 1921 in the Ajmer Treasury	Rs. 2,654 13 5

The foregoing statement includes among the receipts the annual subsidy from Government amounting to Rs. 55,018, but does not include the sum expended from Imperial Funds upon the up-keep of buildings and roads amounting to Rs. 4,976-11-10.

Expenditure from Imperial Funds.

The total Expenditure from Imperial Funds thus amounts to Rs. 59,994-11-10.

A detailed statement of the Income and Expenditure for the maintenance of the Post-Diploma Classes for the year 1920-21 is given in Annexure G.

Maintenance of the Post-Diploma Classes.

The following is a condensed statement:—

Opening balance on 31st March 1920:—

Invested in 5½% Loan of 1921	Rs. 43,000 0 0
Invested in 5% Loan of 1915-55	Rs. 15,000 0 0
In the Alliance Bank of Simla Limited bearing interest at 4½%	Rs. 15,000 0 0
In the Ajmer Treasury	Rs. 23,362 5 5
	Rs. 96,362 5 5
Receipts during the year	Rs. 48,165 13 5
Total Receipts	Rs. 1,44,528 2 10
Expenditure during the year	Rs. 16,862 12 10

Closing balance on 31st March 1921:—

Invested in 5% War Loan of 1921	Rs. 15,000 0 0
Invested in 5½% War Loan 1921	Rs. 43,000 0 0
Invested in 5½% War Bonds of 1925	Rs. 37,000 0 0
In the Alliance Bank of Simla Limited bearing interest at 4½%	Rs. 11,000 0 0
In the Alliance Bank of Simla Limited bearing interest at 5%	Rs. 4,000 0 0
In the Ajmer Treasury	Rs. 17,665 6 0
	Rs. 1,27,665 6 0

The cost of the maintenance of the nine Boarding Houses (excluding contributational works) amounted to Rs. 26,609-6-10. The cost of the contributational works defrayed by the States amounted to Rs. 12,827-5-6.

Expenditure by the States.

The ordinary expenditure by the States thus comes to Rs. 39,436-12-4 as against Rs. 30,362-5-2 last year.

Fees from boys outside Rajputana and Central India.

The annual fees from boys from States outside Rajputana and Central India amounted to Rs. 17,075 as against Rs. 11,825 last year and are included in the receipts of the College Fund.

Book, Play and Medical Fund.

The receipts under the head Book, Play and Medical Fund derived from the fee of Rs. 50/- per annum from each boy amounted to Rs. 5,750. The expenditure amounted to (a) Rs. 4,874-2-9 for books (b) Rs. 6,090-3-11 for play ground requisites and (c) Rs. 4,222/- for Medical establishment and stores making a total of Rs. 15,186-6-8 and leaving a deficit of Rs. 9,436-6-8 to be met from the College Fund.

Students' Account Athletic Fund.

The receipts of the Athletic Fund from voluntary subscriptions and sale of College squadron buttons, squash racquet balls, hockey sticks, peacock badges and bathing costumes amounted to Rs. 788-8-3. A sum of Rs. 652-15-1 was spent in the purchase of hockey sticks, shoulder chains, peacock badges and squash balls.

Temple Fund.

The Temple Fund which is maintained by voluntary subscriptions received, Rs. 151-12-0 during the year. A sum of Rs. 680-15-9 was spent on the temple services and repairs to temple.

Income and Expenditure of the College Fund for 1920-21.

The ordinary income for the year 1920-21 including Rs. 17,075 realised as fees from boys from States outside Rajputana and Central India amounted to Rs. 1,33,765-14-1 while the ordinary expenditure amounted to Rs. 1,41,712-15-6 showing a deficit of Rs. 9,947-1-5.

An extraordinary expenditure of Rs. 9,101-11-11 as detailed below was incurred during the year:—

Purchase of chemicals and apparatus for the Laboratory	Rs.	2,174	0	2
Providing stone shelves in the dressing rooms of Colvin House	Rs.	339	7	2
Installation of electric light and electric fans	Rs.	4,515	8	0
Installation of Gas Plant in the College Laboratory	Rs.	2,072	12	7
Total	Rs.	9,101	11	11

This extraordinary expenditure together with the deficit of ordinary income over ordinary expenditure amounting to Rs. 9,947-1-5 was met from the opening balance of Rs. 21,703-10-9 leaving a closing balance on 31st March 1921 at Rs. 2,654-13-5 as detailed below:—

Opening balance on 1st April 1920	Rs.	21,703	10	9
Less —				
Deficit of ordinary income over ordinary expenditure	Rs.	9,947	1	5
Extraordinary expenditure	Rs.	9,101	11	11
Closing balance	Rs.	2,654	13	5

Budget Estimates for 1921-22.

The budget estimates of the Mayo College Fund and of the Post-Diploma Course Fund for 1921-22 are given in Annexures H and I respectively.

Mayo College Fund.

The ordinary income of the Mayo College Fund for the year 1921-22 including fees from all boys is estimated at Rs. 1,53,030/- and the ordinary expenditure at Rs. 1,83,675/- showing a deficit of Rs. 30,645.

The extraordinary income is estimated at Rs. 7,467 being the balance of grant for the Science Laboratory given by His Highness the Maharaja Scindia and the interest accrued on it while the extraordinary expenditure is estimated at Rs. 3,290 on account of repairing and cleaning pipe lines, leaving a balance of Rs. 4,177/-.

Taking this balance and the opening balance on 1st April 1921, from the deficit of ordinary income over ordinary expenditure the net deficit on 31st March 1922 is estimated at Rs. 23,813 as explained below:—

Deficit of ordinary income over ordinary expenditure	Rs. 30,645 0 0
--	-----	-----	-----	-----	-----	----------------

Less,—

Surplus of extraordinary income over extraordinary expenditure	Rs. 4,177 0 0
--	-----	-----	---------------

Actual opening Balance on 1st April 1921	...	Rs. 2,655 0 0	
			Rs. 6,832 0 0
Net deficit	...	Rs. 23,813 0 0	

The donations from Princes for the maintenance of the Post-Diploma Classes for the year 1921-22 including interest on unutilized amounts are estimated at Rs. 33,655 against which an expenditure of Rs. 24,165 is proposed leaving a surplus of Rs. 9,490. Adding to this surplus the actual opening balance of Rs. 1,27,665 the closing balance on 31st March 1922 is estimated at Rs. 1,37,155.

Post-Diploma Course Fund.

8. His Highness the Maharaja of Panna, Central India, has promised to present to the College a Challenge Cup for Horse-Master-ship with a miniature cup to be presented each year to the winner.

GIFTS.

His Highness the Maharaja of Mayurbhanj, Orissa has promised to give a sum of Rs. 10,000 towards the fund which it is proposed to raise for the electric installation of the College buildings.

9. The requirements of the College remain the same as those reported on in previous years. Until however the finances of the College are placed upon a more secure basis, we cannot hope to see our other wants fulfilled.

REQUIREMENTS.

10. The course of studies was practically unchanged and is given in Annexure J together with the class time table and a table showing the number of boys following different courses.

SCHOOL WORK.

The Diploma Examination was conducted in April 1921 under the orders of the Government of India by Mr. R. H. Beckett, Principal, Victoria College of Science, Nagpur, and Mr. M. Hesketh, Educational Inspector, Central Division, Bombay.

Annual Examination, Diploma Class.

The papers set for the Diploma class are given in Annexure K and the result for all the Chiefs' Colleges in Annexure L.

The written examination lasted from 4th to 12th April 1921 while the oral and practical tests were taken by the examiners during their inspection of the College.

Ten candidates from the Mayo College appeared for the Diploma Examination all of whom were successful.

Out of 23 candidates who appeared altogether the Mayo College took the 1st, 2nd, 4th, 5th, 7th, 8th, 10th, 11th, 12th and 18th place.

Rajkumar Ajat Shatru Singh of Sallana, Central India who stood first among all the boys wins His Excellency the Viceroy's Medal for the best scholar in the Diploma class.

Two boys from the Mayo College passed in the First Division, 4 in the 2nd and 1 in the 3rd Division, and 5 candidates gained distinctions in one or more subjects.

The percentage of passes is cent per cent against 85 last year. Both the boys and the teachers are to be congratulated on the remarkable success of their efforts.

Post-Diploma Classes.

The total number of boys in the three Post-Diploma Classes was 9.

Two candidates appeared for the Higher Diploma Examination and both were successful.

They were:—

1. Kanwar Jagat Shamsheer Jang of Nepal.
2. Thakur Sultan Singh of Palwa, Alwar.

Both candidates attained a high standard of knowledge and obtained respectively 63 and 60 per cent of the possible marks. [(vide Annexure L (a).]

1st and 2nd year Post-Diploma Classes and Classes below the Diploma.

The examination of 1st and 2nd year Post-Diploma Classes and classes II and III was conducted by means of written papers and that of the lower classes was mainly oral.

In all classes out of 108 boys on the roll 102 were present at the examination.

The following is a summary of the results of all the examinations:—

Class.						No. of boys in class.	No. examined.	No. passed in all subjects.	No. failed in one or more subjects.
Post-Diploma Class 3rd year	...	...	...	...	...	2	2	2	...
" " " 2nd "	...	...	...	...	...	1	1	...	1
" " " 1st "	...	...	...	...	...	6	5	...	5
Diploma Class	...	...	...	...	...	12	10	10	...
Class II	...	...	...	...	...	8	8	1	7
" III	...	...	...	...	...	14	12	1	11
" IV	...	...	...	...	...	10	9	3	6
" V	...	...	...	...	...	12	12	5	7
" VI	...	...	...	...	...	13	13	10	3
" VII	...	...	...	...	...	16	16	12	4
" VIII—A	...	...	...	...	...	7	7	4	3
" VIII—B	...	...	...	...	...	7	7	2	5
Total						108	102	50	52

Altogether 50 out of 102 boys examined passed in all subjects, the percentage of passes being 49·02 as against 52·04 last year.

The inspection of the College was conducted by Mr. R. H. Beckett, Principal, Victoria College of Science, Nagpur and Mr. M. Hesketh, Educational Inspector, Central Division, Bombay from 15th to 16th March 1921.

The report of the Inspectors is printed in Annexure M. It may be considered very satisfactory.

In connection with the Inspectors' remarks on the English Staff, I would point out that it was only for a very brief period that the staff attained the strength alluded to. During the greater part of the year it consisted of the Principal and two assistants.

11. Cricket matches were played by 6 elevens as follows:—

OUT-DOOR LIFE.
Cricket.

Teams.					Matches played.	Won.	Lost.	Drawn.
1st XI	...	...	...	...	3	3	...	...
"A" Team	...	...	...	...	15	9	4	2
2nd XI	...	...	...	...	6	3	2	1
3rd XI	...	...	...	...	7	2	5	...
4th XI	...	...	...	...	1	...	1	...
5th XI	...	...	...	...	11	8	3	...
Total					43	25	15	3

Football matches were played by 6 elevens as follows:—

Football.

Teams.					Matches played.	Won.	Lost.	Drawn.
1st XI and "A" Team	...	...	...	...	9	3	6	...
2nd XI	...	...	...	...	6	3	3	...
3rd XI	...	...	...	...	3	3	...	...
4th XI	...	...	...	...	7	5	2	...
5th XI	...	...	...	...	4	1	2	1
6th XI	...	...	...	...	4	1	1	2
Total					33	16	14	3

Hockey Matches were played by 6 elevens as follows:—

Hockey.

Teams.					Matches played.	Won.	Lost.	Drawn.
1st XI	...	...	...	...	11	4	5	2
2nd XI	...	...	...	...	2	1	1	...
3rd XI	...	...	...	...	4	3	1	...
4th XI	...	...	...	...	5	2	3	...
5th XI	...	...	...	...	5	...	2	3
6th XI	...	...	...	...	3	...	1	2
Total					30	10	13	7

The annual competition against the Aitchison College took place at Lahore from the 4th to 8th March 1921.

Patiala Shield Competition.

Cricket.—The Mayo College won by 4 wickets.

Tennis Singles.—The Mayo College won 1 and lost 2 matches.

Tennis Singles.—The Mayo College won 2 and lost 1 match.

Athletic Sports.—The Aitchison College won Putting the Weight, High Jump, Hurdles and One Mile. The Mayo College won the Long Jump and Quarter Mile. The 100 yards was a dead heat.

Tent-Pegging.—The Mayo College won the Individual and the Aitchison College the Section.

Football.—The Mayo College won by one goal to nil.

The Mayo College thus won the Patiala Shield by 25½ to 11½ points. This is the ninth occasion on which the Mayo College have won the shield, the Aitchison College having been victorious on five occasions.

Athletic Sports.

There were the usual five Divisions for Athletic Sports. The performances on the whole were upto the usual standard. One new record was set up in the First Division, Throwing the Cricket ball, in which Dhairyashil Rao threw 110 yards 2 feet 9 inches.

Inter-House Tournaments.

For Cricket, Football and Tug-of-War the houses were divided into 3 groups for Seniors and 4 groups for Juniors. The Portman Cricket-Cup and the Bikaner Football Cup were won by the group consisting of the Tonk, Bharatpur, Alwar and Jaipur Houses. The Junior Cricket Cup was won by the group consisting of the Ajmer, Udaipur and European Staff Houses.

The Junior Football Cup was won by the group consisting of the Jaipur, Bharatpur, Kotah and Bikaner houses.

The Victor Narayan Tug-of-War Cup was won by the combined Jodhpur, Bikaner and Udaipur Houses; the Junior Cup by the combined Bharatpur, Bikaner, Kotah and Jaipur Houses.

The Ajmer House won the Narsingarh Athletic Shield.

The Tonk House won the Victor Narayan Tennis Cup.

The Third class were first in the Physical Training Competition for the Maji Sahiba of Bharatpur's Cup, and the Seventh class were first in the Junior Competition.

The boys generally show keenness and efficiency in games which they play in the right spirit. The boy drill instructors continue to do most useful work for the College, at the same time benefiting themselves by getting practice in the control of others.

The College Cadet Corps, under Mr. W. Fanshawe who during the period of the war received training as a cavalry officer, is a small though efficient body and here to the boy officers have shown themselves capable and self reliant.

Boarding Houses.

12. The distribution of boys by houses at the end of the year was as follows:—

Ajmer House	...	...	...	...	...	12
Alwar House	...	...	...	...	...	13
Bharatpur House	...	...	...	...	...	9
Bikaner House	...	...	...	...	...	14
Colvin House	...	...	...	...	...	11
Jhalawar House	...	...	...	...	...	6
Jaipur House	..	...	...	..	...	5

Jodhpur House	...	...	...	...	10
Kotah House	...	...	...	...	10
Tonk House	...	...	...	...	4
Udaipur House	...	...	...	...	5
New Bharatpur House	...	...	...	...	1
Hathwa House	...	...	...	...	2
Principal's House	...	...	...	...	2
First Assistant Master's House	...	...	...	...	2
Vice-Principal's House	...	...	...	...	1
Total	...	...	...	...	108

The system of common messing remained the same as last year.

Common Messing.

The prizes for the house gardens were adjudged by Mrs. Patterson, Mrs. Leslie-Jones and Mr. C. Murray who awarded Her Excellency Lady Willingdon's Cup for the best house garden to the Jodhpur House.

House Gardens.

At the Ajmer Flower Show the College gardens secured 69 prizes.

The Monitors were 5 in number. Kanwar Shyam Narayan Dube of Indore was Head Monitor.

Monitors.

The Monitorial system is, I think, proving a success. The Monitors realise the responsibility of their position and in many ways give the authorities useful help.

The Debating Society continues to flourish. Since the foundation of the Society there has been a steady improvement in the standard of the debates.

Debating Society.

13. The Annual Prize-giving took place on the 16th March 1921 when the Hon'ble Mr. R. E. Holland, C.I.E., I.C.S., Agent to the Governor-General, Rajputana, presided. There was a large gathering of visitors and some 21 old boys were present.

NOTEWORTHY EVENTS.
Prize-Giving.

The Old Boys' Gathering was held in connection with the prize-giving. Cricket, Tennis and Hockey Matches were played between Past and Present.

Old Boys' Gathering.

The General Council met on the 15th February 1921 at Delhi when 16 members were present in addition to the Hon'ble Mr. R. E. Holland, C.I.E., I.C.S., Agent to the Governor-General, Rajputana and Vice-President of the General Council, who presided.

Meeting of the General Council.

The Council resolved that the Hon'ble the Agent to the Governor-General should be empowered by the meeting to work out in consultation with the Principal of the Mayo College what increase of fees should be levied (1) on pupils from outside Rajputana and Central India upto a limit of about 50 percent increase on the present rate of fees (2) on all other pupils upto a limit of about Rs. 10/- in both cases regard being had to the desirability of ensuring that the parents of boys will not be forced to remove their sons from the College on account of their inability to pay fees and that the Hon'ble the Agent to the Governor-General should be empowered to invite Darbars to subscribe temporary grants in order to meet any deficiency there may be in the College funds after deduction from the debit balance of the amount to be granted by the Government of India and the amount to be realized from increased fees.

The Council further resolved that details of the amalgamation of Chiefs' Colleges and the establishment of a University in Rajputana should be worked out *pari passu* so that if and when a Central College is instituted the University can then materialise soon after.

The Managing Committee.

The Managing Committee met on the 25th April 1921 when the Convener and 9 members and representatives of members were present.

The Committee recorded their sanction to the proposal to admit the son of His Highness the Sultan of Masket to the Mayo College whose arrival they would welcome.

The Committee recorded their opinion that the increase of the pay of the Indian Assistant Masters paid from the Mayo College Fund and the Post-Diploma Course Fund, on the scales proposed was essential and should be given from the 1st of January 1920.

They also recorded their opinion that the subordinate and ministerial establishment should receive the same proportionate rise in salary as is given to holders of posts carrying the same pay in the Commissioner's office from the 1st of January 1920.

They further recorded their opinion that the inferior servants should receive the same proportionate rise in salary as is given to holders of posts carrying the same pay in the Commissioner's office.

The Committee passed the budget estimates of the College Fund and the Post-Diploma Course Fund with certain alterations and resolved:—

(1) That the subscription to the Book, Play and Medical Fund should be raised from Rs. 50/- to Rs. 75/-.

(2) That in view of the apprehended deficit in the College budget for the year 1921-22 the Vice-President of the College Council should be asked to address Darbars with a view to the levy of fees on sliding scale, depending on the income and financial position of the Jagir, Rs. 10/- being the minimum fee while a special rate of fee should be fixed for Ruling Princes their heirs and near relatives.

(3) That the Vice-President of the College Council be asked to address the Darbars pointing out the possible actual deficit which the College will have to face as the result of the working for the year 1921-22 in case the action proposed by the General Council of the College at the Meeting at Delhi on 15th February 1921 should not prove successful and that he should ask them to guarantee this amount in order to save the College from the necessity of selling out securities.

(4) That a Committee of Old Boys be asked to report on the possibility of reducing Kitchen expenses so far as is consistent with the position of the boys, with special reference to the introduction of Joint messes for those who are willing to adopt this system.

Conclusion

14. For a great part of the year owing to my absence on leave the English Staff was below its normal strength.

In conclusion I would thank my English Staff and Indian Staff and Monitors for the efficient manner in which they carried on the work of the College during the months of my absence and the loyal assistance they have given me since my return from leave, while I am glad to be able to record that the behaviour of the boys throughout the year was generally very satisfactory.

I have the honour to be,

Sir,

Your most obedient servant,

F. A. LESLIE-JONES,
Principal, Mayo College, Ajmer.

ANNEXURES.

ANNEXURE.—A. List of the Members of the General Council and the Managing Committee of the College.

- „ B. List of the College Staff on the 30th April 1921.
- „ C. Withdrawals.
- „ D. Admissions.
- „ E. List of boys arranged according to classes, age, length of residence and attendance, maximum, minimum and average age of classes.
- „ F. Statement of Income and Expenditure of the College Fund.
- „ G. Statement of Income and Expenditure for the maintenance of the Post-Diploma Classes.
- „ H. Budget Estimates of the Mayo College Fund for 1921-22.
- „ I. Budget Estimates of the Post-Diploma Course Fund for 1921-22.
- „ J. Schedule of work done during 1920-21, class time-table and table of boys following different courses.
- „ K. Papers for Diploma Examination 1921.
- „ L. Results of all the Chiefs' Colleges Diploma Examination for 1921.
- „ L. (a) Results of the Chiefs' Colleges Higher Diploma Examination for 1921.
- „ M. Inspectors' Report on the Mayo College.
- „ N. Curriculum for 1921-22.
- „ O. Detailed results of the Annual Examination.
- „ P. Time table of Out-door Exercises.

ANNEXURE A.

List of the Members of the General Council of the Mayo College, Ajmer, 1921.

PRESIDENT.

1. His Excellency the Viceroy.

VICE-PRESIDENT.

2. The Hon'ble the Agent to the Governor-General in Rajputana.

MEMBERS:—

PRINCES.

RAJPUTANA.

3. H. H. the Maharaja of Alwar.
4. H. H. the Maharawal of Binwara.
5. H. H. the Maharaja of Bharatpur.
6. H. H. the Maharaja of Bikaner.
7. H. H. the Maharao Raja of Bundi.
8. H. H. the Maharaj Rana of Dholpur.
9. H. H. the Maharawal of Dungarpur.
10. H. H. the Maharaja of Jaipur.
11. H. H. the Maharawal of Jaisalmer.
12. H. H. the Maharaj Rana of Jhalawar.
13. H. H. the Maharaja of Jodhpur.
14. H. H. the Maharaja of Karauli.
15. H. H. the Maharaja of Kishengarh.
16. H. H. the Maharao of Kotah.
17. H. H. the Maharawat of Partabgarh.
18. H. H. the Maharao of Sirohi.
19. H. H. the Nawab of Tonk.
20. H. H. the Maharana of Udaipur.

CENTRAL INDIA.

21. H. H. the Maharaja of Dhar.
22. H. H. the Maharaja Scindia of Gwalior.
23. H. H. the Raja of Ratlam.

BOMBAY.

24. H. H. the Maharaja Gaekwar of Baroda.

KASHMIR.

25. H. H. the Maharaja of Kashmir.

POLITICAL OFFICERS.

26. The Hon'ble the Agent to the Governor-General in Central India.
27. The Commissioner of Ajmer-Merwara.
28. The Inspector-General of Imperial Service Troops.
29. The Educational Commissioner with the Government of India.
30. Mr. W. H. J. Wilkinson, C.I.E., I.C.S., Resident, Mewar.
31. Lt.-Col. C. E. Luard, I.A., Political Agent, Bhopal, Sehore.
32. Lt.-Col. R. E. A. Benn, C.I.E., I.A., Resident, Jaipur.
33. Lt.-Col. F. Mc. Conoghey, C.I.E., I.A., Political Agent, Kotah and Jhalawar.
34. Mr. C. C. Watson, C.I.E., I.C.S., Political Agent, Eastern Rajputana States.
35. Mr. L. W. Reynolds, C.I.E., I.C.S., Resident, Western Rajputana States, Jodhpur.
36. The Principal Mayo College (*Ex-Officio, Secretary*).

List of the Members of the Managing Committee of
the Mayo College at Ajmer, 1921.

PRINCES ELECTED.

1. His Highness the Maharaja of Alwar.
2. His Highness the Maharaja of Bikaner.
3. His Highness the Maharawal of Dungarpur.
4. His Highness the Maharaja Scindia of Gwalior.
5. His Highness the Maharaja of Jaipur.
6. His Highness the Maharaj Rana of Jhalawar.
7. His Highness the Maharaja of Jodhpur.
8. His Highness the Maharaja of Kishengarh.
9. His Highness the Maharao of Kotah.
10. His Highness the Maharana of Udaipur.

PRINCES NOMINATED BY THE HON'BLE THE AGENT TO THE
GOVERNOR-GENERAL, RAJPUTANA.

11. His Highness the Maharaj Rana of Dhólpur.
12. His Highness the Nawab of Tonk.
13. His Highness the Maharawal of Jaisalmer.

PRINCES NOMINATED BY THE HON'BLE THE AGENT TO THE
GOVERNOR-GENERAL IN CENTAL INDIA.

- 14.
- 15.

POLITICAL OFFICER NOMINATED BY THE HON'BLE THE AGENT
TO THE GOVERNOR-GENERAL IN RAJPUTANA.

16. Lt.-Col. F. Mc. Conoghey C.I.E., I.A., Political Agent, Kotah and Jhalawar.

POLITICAL OFFICER NOMINATED BY THE HON'BLE THE AGENT
TO THE GOVERNOR-GENERAL IN CENTRAL INDIA.

17. Lt.-Col. C. E. Luard, Political Agent in Bhopal, Sehore.

CONVENER,

18. The Commissioner Ajmer-Merwara.

ANNEXURE B.

List of the College Staff on the 30th April, 1921.

F. A. Leslie-Jones Esqr. M.A., C.B.E., *Principal.*

S. F. Madden Esqr. B.A., O.B.E., *Vice-Principal.*

Lt. Col. O. C. H. Twiss B.A., D.S.O., *English Assistant Master.*

W. Fanshawe Esqr. M.A., F.R.G.S., *English Assistant Master.*

J. M. Ashcroft Esqr. B.A., *English Assistant Master, on Reserve list.*

Indian Assistants.

Rai Sahib Lala Sangam Lal, M.A., LL.B.

Moulvi Ghaffar Husain A. Saiyed, M.A., LL.B.

Pandit Lakshman Ganesh Sathe, M.A.

Munshi Gopi Nath Mathur, B.A.

Babu Ram Chandra Mukerji, B.A.

Moulvi Saiyed Abdul Wahid, M.A.

Pandit Chandra Dhar Guleri, B.A.

Pandit Shyam Sunder Sharma, B.A., C.T.

Bhai Uttam Singh, *Drawing Master.*

Lala Gopi Nath Aggarwal, B.A., *on deputation to Kotah State.*

Lala Bhagwat Saran, B.A.

Lala Harcharan Das, B.A., L.T.

Munshi Debi Prasad, B.A., *on Reserve list.*

Religious Instructor.

Mahamahopadeshak, Punjab Bhushan, Pandit Bulaki Ram Shastri, Vidyasagar.

Medical Officer.

Lt.-Colonel J. W. Watson C.I.E., I.M.S.

Sub-Assistant Surgeon.

Rai Sahib Babu Brindaban Chandra Sur.

Riding Master.

Dafadar Sajjan Singh.

Superintendent of Games.

Pandit W. { S. Pandit.

ANNEXURE C.

Withdrawals during the year 1920-21.

Names of Boys.	AGES.		States to which they belong.	PERIOD OF THEIR STAY AT THE COLLEGE.		REMARKS.
	Years.	Months.		Years.	Months.	
Thakur Ranbijai Singh of Sarana.	22	1	Ajmer	12	6	
Kanwar Ganga Singh of Pokaran ...	25	3	Marwar.	14	10	
Sahibzadah Muhammad Taufiq Khan.	24	5	Tonk	14	2	
4 Kanwar Bhom Singh of Bidwal ...	19	11	Dhar	1	10	
5 Kanwar Rajwar Singh of Bursu ...	19	5	Marwar	9	10	
6 Rajkumar Alakhnarayan Gajpatiraj ...	17	10	Vizianagram, Madras.	11	2	
7 Kanwar Kalyan Singh of Bijwar ...	17	11	Alwar	8	7	
8 Rajkumar Raghuraj Singh of Nimrana.	18	8	Nimrana	7	...	
9 Rajkumar Vizia Apand Gajpatiraj ...	15	5	Vizianagram, Madras.	4	...	
10 Thakur Jabar Singh of Bera ...	11	1	Marwar	1	...	
11 Rao Raja Kanwar Abhai Singh of Jodhpur	12	6	Marwar	3	9	
12 Sahibzadah Raoof Ahmad Khan ...	19	7	Tonk	4	3	
13 Sahibzadah Sultan Ahmad Khan ...	17	7	Tonk	4	3	
14 Sardar Mangal Singh of Biloni ...	17	4	Dholpur	7	...	
15 Maharaj Bairi Sal of Kherli ...	19	11	Kotah	10	...	
16 Thakur Nathu Singh of Gumanpura ...	20	6	Dungarpur	1	...	Second time.
17 Thakur Debi Singh of Bhadrarjun ...	19	2	Marwar	3	5	
18 Raja Sukhdeo Singh of Poonch ...	19	5	Kashmir	6	3	

ANNEXURE D.

Admissions during the year 1920-21.

18

No.	Names of Boys.	Names of Parents.	States from which they come.	Date of Joining.	AGE AT THE TIME OF JOINING.		REMARKS.
					Years.	Months.	
1	Thakur Madho Singh of Langarwas	T. Mohabbat Singh of Langarwas	Alwar	1st July 1920	11	10	
2	Sardar Shehdeo Singh of Kapurthala		Kapurthala	7th July 1920	17	3	
3	Kanwar Sajjan Singh of Mansa	Rawal Takht Singh of Mansa	Mahikantha	9th July 1920	11	9	
4	Thakur Kesri Singh of Khinwasar	Thakur Ranjit Singh of Khinwasar	Marwar	18th July 1920	18	6	
5	Maharaj Shanker Singh of Banswara	H. H. Maharawal Shambhu Singh of Banswara	Banswara	19th July 1920	8	...	
6	Rao Raja Girdhari Saran Singh of Bharatpur.	Rao Raja Jugalsaran Singh of Bharatpur	Bharatpur	23rd August 1920	6	11	
7	Kanwar Narendra Singh of Wair	Raja Samander Singh of Wair	Bharatpur	28th September 1920.	12	7	
8	Kanwar Uday Singh of Manana	Thakur Sanwal Singh of Manana	Marwar	4th November 1920.	8	...	
9	Kanwar Manohar Singh of Bedla	Thakur Govind Singh of Bedla	Mewar	16th November 1920.	14	7	
10	Kanwar Lakshman Singh of Kathiawara	Thakur Ranjit Singh of Kathiawara	Kathiawara C. I. ...	17th January 1921.	17	10	
11	Kanwar Sajjan Singh of Junia	Thakur Kesri Singh of Junia	Ajmer	17th January 1921.	14	7	
12	Kanwar Amar Singh of Junia	Do. Do.	Ajmer	17th January 1921.	9	11	
13	Sardar Madho Rao Phalke of Gwalior	Sardar Ram Rao Phalke of Gwalior	Gwalior	14th February 1921.	20	3	
14	Sardar Krishna Rao Mahadik	Sardar Daulat Singh Mahadik of Gwalior	Do.	14th February 1921.	17	6	
15	Thakur Tej Singh of Nimaj	Thakur Prithvi Singh of Nimaj	Marwar	24th February 1921.	8	10	
16	Sardar Rajendra Singh of Kapurthala	Kanwar Gambhir Chand of Kapurthala	Kapurthala	3rd March 1921	15	11	

ANNEXURE E.

List of boys arranged according to classes, age, length of residence and attendance maximum, minimum and average age of classes.

NAMES.	Age on 30th April 1921.	How long resident in College.	ATTENDANCE FROM 1ST JULY 1920 TO 30TH APRIL 1921.				Maximum, Minimum and Average Age of Class.
			Present.	Absent with leave.	Absent without leave.	Total.	
POST-DIPLOMA CLASS—THIRD YEAR.							
Kanwar Jagat Shamsheer Jang of Nepal	20-8	14-7	237	18	...	255	21-5
Thakur Sultan Singh of Palwa, Alwar	21-5	12-6	208	47	...	255	20-8 21-0
POST-DIPLOMA CLASS—SECOND YEAR.							
Kanwar Shyam Narayan Dube of Indore, C.I. ...	21-10	2-8	248	...	7	255	21-10
POST-DIPLOMA CLASS—FIRST YEAR.							
Bakhshi Raghunath Singh of Bharatpur	23-8	9-6	87	168	...	255	23-9
Kanwar Bahadur Singh of Para, Alwar	23-9	15-3	254	1	...	255	16-0
Sahibzadah Mir Fazl-i-Ali Khan of Banganapalli, Madras	19-5	5-7	238	17	...	255	20-2
Kanwar Raghuraj Singh of Alipura, C. I.	20-1	2-8	233	22	...	255	
Kanwar Lakshman Singh of Kathiawara C. I. ...	20-9	0-3	103	...	...	103	
Sardar Rajendra Singh of Kapurthala	18-1	0-2	58	...	...	58	
DIPLOMA CLASS.							
Kanwar Mussoorie Shamsheer Jang of Nepal ...	17-0	9-3	162	93	...	255	
Thakur Amar Singh of Mori, Marwar	17-11	5-3	254	...	1	255	
Rajkumar Ajat Shatru Singh of Sailana, C. I. ...	16-5	8-6	239	16	...	255	
Thakur Man Mahipal Singh of Namli Ratlam, C.I.	20-6	2-8	255	...	...	255	20-9
Raja Kishor Chandra Mardraj Hari Chandan of Nilgiri, Orissa	17-3	7-3	217	38	...	255	16-5
Rao Sajjan Singh of Kundla, Jhalawar	18-5	7-9	234	21	...	255	18-7
Kanwar Ripusudan Singh of Semlia, Sailana, C.I.	17-1	2-8	251	4	...	255	
Sahibzadah Mir Nasir-uddin of Surat	18-8	1-2	255	...	...	255	
Kanwar Pratap Singh Banera, Mewar	20-5	9-5	221	27	7	255	
Sahibzadah Mir Ghulam of Surat	20-9	1-2	234	21	...	255	
Sardar Madho Rao Phalke of Gwalior	20-5	0-2	50	25	...	75	
Sardar Krishna Rao Mahadik of Gwalior	17-8	0-2	50	25	...	75	
SECOND CLASS.							
Maharaj Sawairaj Singh of Banswara	16-8	6-10	255	...	...	255	
Bhanwar Shatrungai of Shahpura	16-10	6-6	251	4	...	255	
Kanwar Rup Narayan Dube of Indore, C. I. ...	18-7	2-8	154	101	...	255	
His Highness Maharaja Umed Singh of Jodhpur, Marwar	17-9	2-3	236	19	...	255	19-3
Thakur Daulat Singh of Basi, Mewar	18-6	10-10	244	11	...	255	16-7
Thakur Kesri Singh of Khinwasar, Marwar ...	19-3	0-6	238	...	...	238	17-10
Maharaj Mehtab Singh of Bamulia, Kotah ...	18-8	6-3	243	11	1	255	
Kanwar Giriraj Singh of Bharatpur	16-7	6-10	232	23	...	255	

NAMES	Age on 30th April 1921.	How long resident in College.	ATTENDANCE FROM 1ST JULY 1920 TO 30TH APRIL 1921.				Maximum, Minimum and Average Age of Class.
			Present.	Absent with leave.	Absent without leave.	Total.	
THIRD CLASS.							
Thakur Govind Singh of Raipur, Marwar...	17-6	7-6	250	4	1	255	
Thakur Bhairon Singh of Nizamnagar, Alwar ...	19-7	11-10	222	31	...	255	
Rao Raja Akhai Singh of Harsore, Marwar ...	18-2	3-9	252	3	...	255	
Raja Gopal Singh of Bharatpur ...	19-11	8-9	250	5	...	255	
Thakur Pratap Singh of Bijapur, Mewar...	16-4	5-3	255	...	...	255	
Shanwar Dhairyashil Rao of Dhar, C. I. ...	17-5	2-8	255	...	...	255	
Thakur Bharat Singh of Pipalda, Kotah ...	18-8	5-10	255	...	...	255	
Thakur Rameshwar Singh of Bandanwara, Ajmer.	16-7	5-3	255	...	...	255	
Kanwar Brijbehari Singh of Kushalgarh ...	16-2	3-8	212	43	...	255	
Thakur Khuman Singh of Bidasar, Bikaner ...	20-6	6-6	216	39	...	255	
Thakur Sawai Singh of Bori, Jhabua, C. I. ...	18-2	2-8	245	10	...	255	
Kanwar Jiwan Singh of Tantoti, Ajmer ...	17-7	4-5	150	96	9	255	
Thakur Madho Singh of Sadara, Ajmer ...	18-5	6-3	235	20	...	255	
Sardar Shehdeo Singh of Kapurthala, Punjab ...	18-0	0-10	68	181	...	249	
FOURTH CLASS.							
Kanwar Shri Narhardeoiji Vijaideoji of Dharampur.	14-4	3-5	195	60	...	255	
Kanwar Swarn Singh of Chimraoli, Alwar ...	16-9	5-6	255	...	...	255	
Kanwar Mool Singh of Narsingarh, C. I. ...	18-11	1-2	254	...	1	255	
Kanwar Shambhu Singh of Deogaon-Baghera, Ajmer ...	14-8	4-10	240	14	1	255	
Thakur Devi Singh of Bijwar, Alwar ...	18-3	7-10	223	32	...	255	
Patait Gauri Shanker Shikherdeo of Gangpur, Orissa.	17-0	5-9	255	...	...	255	
Kanwar Shivrati Singh of Alwar ...	17-2	5-9	251	...	4	255	
Raja Pashupati Pratap Singh of Bansi, U. P. ...	17-8	1-10	255	...	...	255	
Kanwar Mool Singh of Dolgarh, Idar ...	17-5	1-10	255	...	...	255	
Kanwar Ganesh Pal of Hadoti, Karauli ...	16-2	5-9	235	20	...	255	
FIFTH CLASS.							
Kanwar Balbir Singh of Bharatpur ...	16-8	1-10	236	19	...	255	
Thakur Udai Singh of Sabalwad, Idar ...	17-4	1-10	254	...	1	255	
Kanwar Narayan Singh of Kishangarh ...	17-8	1-10	255	...	...	255	
Sahibzadah Nasir Ali Khan of Jaora, C. I. ...	14-11	2-3	251	4	...	255	
Maharaj Gulab Singh of Kotra, Kotah ...	15-8	3-9	254	1	...	255	
Kanwar Bachan Singh of Alsar, Bikaner ...	19-8	4-8	246	9	...	255	
Kanwar Ramsahai Singh of Bharatpur ...	15-7	7-3	255	...	...	255	
Maharaj Kesri Singh of Alsar, Bikaner ...	19-0	4-8	255	...	...	255	
Thakur Amar Singh of Bijwar, Alwar ...	14-4	4-3	243	12	...	255	
Kanwar Balwant Singh of Danta, Mahikantha ...	15-4	8-6	239	16	...	255	
Kanwar Sher Singh of Balunda, Marwar ...	14-7	5-8	255	...	...	255	
Maharaj Debi Singh of Alsar, Bikaner ...	17-3	4-8	254	...	1	255	
SIXTH CLASS.							
Sahibzadah Mumtaz Ali Khan of Jaora, C. I. ...	12-7	2-3	92	156	...	255	
Kanwar Ramnath Singh of Alwar ...	14-1	4-9	204	51	...	255	
Kanwar Ram Ranbijai Prasad Singh of Dumraon, Orissa ...	13-4	1-8	216	39	...	255	
Thakur Yubrajdu Singh of Oel, U. P. ...	13-9	1-6	255	...	...	255	
Mian Padamdeo Singh of Poonch, Kashmir ...	12-8	1-10	250	...	5	255	
Kanwar Narayan Singh of Danta Mahikantha ...	14-3	1-8	255	...	...	255	
Maharaj Ajit Singh of Jodhpur, Marwar ...	13-11	2-3	248	7	...	255	
Thakur Nahar Singh of Awa, Marwar ...	13-0	1-10	254	...	1	255	
His Highness Maharawal Lakshman Singh of Dungarpur ...	13-1	1-5	255	...	...	255	
Maharaj Virbhadr Singh of Dungarpur ...	12-2	1-5	255	...	...	255	
Kanwar Daleep Singh of Batera, Mewar ...	13-3	1-9	255	...	...	255	
Kanwar Pirthvi Singh of Danta, Mahikantha ...	16-3	1-8	255	...	...	255	
Kanwar Bijai Singh of Batera, Mewar ...	11-11	1-9	255	...	...	255	

NAMES.	Age on 30th April 1921.	How long resident in College.	ATTENDANCE FROM 1ST JULY 1920 TO 30TH APRIL 1921				Maximum, Minimum and Average Age of Class.
			Present.	Absent with leave.	Absent without leave.	Total.	
SEVENTH CLASS.							
Kanwar Dip Singh of Sarthal, Kotah	13-2	4-6	238	17	...	255	16-4 11-7 13-7
Khawas Govind Lal of Burja, Alwar	13-6	4-6	255	...	...	255
Kanwar Bijai Singh of Alsar, Bikaner	15-3	4-8	255	...	...	255
Kanwar Man Singh of Banera, Mewar	12-5	4-9	232	11	12	255	
Sahibzadah Mir Fateh Ali Khan of Banganapalli, Madras	11-7	2-3	238	17	...	255	
Kanwar Ram Singh of Harsoli, Jaipur	16-4	2-2	238	20	...	255	
Sahibzadah Mir Inayat Ali Khan of Banganapalli, Madras	13-4	2-3	238	17	...	255	
Kanwar Raghvendra Singh of Bharatpur	12-4	3-7	248	7	...	255	
Kanwar Venkat Raman Ramanuj Prasad Singh of Thal, Kishangarh	14-1	2-1	255	...	...	255
Kanwar Parbat Singh of Sakthali, Partabgarh	14-1	1-5	231	21	...	255	
Bhanwar Ram Singh of Partabgarh	13-0	1-5	237	18	...	255	
Kanwar Sawai Singh of Danta, Mahikantha	12-5	4-10	255	...	...	255
Kanwar Bhanwar Singh of Bharatpur	15-6	3-7	255	...	...	255
Kanwar Sajjan Singh of Mansa, Mahikantha	12-5	0-10	243	3	...	246	
Kanwar Narendra Singh of Wair, Bharatpur	13-2	0-7	166	...	...	166
Kanwar Manohar Singh of Bedla, Mewar... ..	15-0	0-5	137	...	...	136
EIGHTH CLASS.							
Kanwar Raghunath Singh of Harsoli, Jaipur	15-5	2-2	235	20	...	255	15-5 7-7 11-10
Kanwar Harnath Singh of Daspan, Marwar	13-2	1-10	226	29	...	255	
Thakur Umed Singh of Nimaj, Marwar	12-10	3-9	255	...	...	255
Kanwar Bijai Singh of Jhalamand, Marwar	13-1	1-5	254	...	...	255
Thakur Jagat Singh of Pusod, Kotah	13-3	0-8	255	...	...	255
Bhanwar Pratap Singh of Rupaheli, Mewar	13-4	1-10	255	...	...	255
Thakur Narayan Singh of Bijwar-Chohan, Alwar.	13-1	1-10	246	9	...	255	
Thakur Madho Singh of Langarwas, Alwar	12-7	0-10	232	21	...	255	
Maharaj Shanker Singh of Banswara	8-9	0-9	237	...	...	237
Rao Raja Girdhari Saran Singh of Bharatpur	7-7	0-8	202	...	...	202
Kanwar Udai Singh of Manana, Marwar	8-6	0-8	148	...	...	148
Kanwar Sajjan Singh of Junia, Ajmer	14-10	0-3	103	...	...	103
Kanwar Amar Singh of Junia, Ajmer	10-4	0-3	103	...	...	103
Thakur Tej Singh of Nimaj, Marwar	9-0	0-2	65	...	...	65

ANNEXURE

Statement showing the Income and Expenditure

Receipts.	Estimated Receipts for 1920-21.		Actual Receipts for 1920-21.	
	Rs.	A. P.	Rs.	A. P.
Interest on 5,63,000 of 3½ per cent loan of 1865	19,655	0 0	19,655	11 10
Interest on 1,81,800 of 5 per cent loan of 1929-47	9,065	0 0	9,068	13 10
Interest on Port Trust Debentures	8,205	0 0	8,207	15 0
Interest on other investments	860	0 0	860	5 0
Interest on Reserve Fund 1,05,300	5,255	0 0	5,258	7 0
Interest on 14,000 set aside for electric light and fans	769	0 0	769	0 0
Total	43,809	0 0	43,820	4 8
<i>Contributions from Native States and Private Persons.</i>				
From Udaipur	1,187	13 9	1,187	13 9
„ Jaipur	1,484	13 3	1,484	13 3
„ Bikaner	593	15 0	593	15 0
„ Karauli	178	3 0	178	3 0
„ Alwar	415	12 0	415	12 0
„ Sirohi	59	6 3	59	6 3
„ Tonk	59	6 3	59	6 3
„ Partabgarh	118	12 6	118	12 6
„ Jaisalmer	36	0 0	36	0 0
„ Bharatpur	593	15 0	593	15 0
Book, Play and Medical Fund Subscriptions	6,200	0 0	5,750	0 0
Annual Fees from boys from States outside Rajputana and Central India	17,975	0 0	17,075	0 0
Total	28,903	1 0	27,553	1 0
<i>Contribution from Government.</i>				
Annual Contribution	12,000	0 0	12,000	0 0
Annual Subsidy	43,018	0 0	43,018	0 0
Total	55,018	0 0	55,018	0 0
<i>Miscellaneous.</i>				
Conservancy and Garden Produce	4,000	0 0	3,278	11 4
Rent of Houses	2,780	0 0	2,763	10 9
Other Receipts	1,300	0 0	1,332	2 4
Receipts for installation of electric light and electric fans:—				
(1) Balance of grant for the Science Laboratory given by H. H. the Maharaja Scindia of Gwalior	6,500	0 0	...	...
(2) Interest on above	660	0 0	...	...
Total	15,240	0 0	7,374	8 5
Total Receipts	1,42,970	1 0	1,33,765	14 1
Opening Balance	21,704	0 0	21,703	10 9
Grand Total	1,61,674	1 0	1,55,469	8 10

F.

of the Mayo College Fund for the year 1920-21.

Expenditure.							Estimated Expenditure for 1920-21.			Actual Expenditure for 1920-21.		
<i>Establishment.</i>							Rs.	A.	P.	Rs.	A.	P.
Clerks	...	...	...	...	...	...	4,425	0	0	4,423	12	0
European Teaching Staff	...	...	...	...	...	...	61,070	0	0	61,069	8	6
Indian Assistant Masters	...	...	...	...	...	...	21,950	0	0	21,924	12	5
Shastri	...	...	...	...	...	...	1,200	0	0	1,200	0	0
Superintendent of Games	...	...	...	...	...	...	1,275	0	0	1,273	8	9
Drill Masters	...	...	...	...	...	...	780	0	0	780	0	0
Play Establishment	...	...	...	...	...	...	3,770	0	0	3,767	14	9
Colvin House Establishment	...	...	...	...	...	...	3,605	0	0	3,601	12	8
Allowance to Medical Officer	...	...	...	...	...	...	1,200	0	0	1,200	0	0
Pay of Sub-Assistant Surgeon	...	...	...	...	...	...	1,360	0	0	1,360	0	0
Local Allowance to Sub-Assistant Surgeon	...	...	...	...	...	...	300	0	0	300	0	0
Pension Contribution to Sub-Assistant Surgeon	...	...	...	...	...	...	230	0	0	226	10	8
Dresser	...	...	...	...	...	...	150	0	0	144	0	0
Garden Establishment	...	...	...	...	...	...	3,380	0	0	3,365	5	2
Conservancy Establishment	...	...	...	...	...	...	2,975	0	0	2,959	1	0
Servants	...	...	...	...	...	...	4,360	0	0	4,357	10	1
Sumptuary allowance to Principal	...	...	...	...	...	...	1,200	0	0	1,200	0	0
Superannuation Pension	...	...	...	...	...	...	65	0	0	62	0	0
Total							1,13,295	0	0	1,13,219	0	0
<i>Contingencies.</i>												
Premium for the perfected pension for the Shastri	...	...	...	...	...	...	290	0	0	289	4	0
Purchase and repairs of furniture	...	...	...	...	...	...	500	0	0	318	4	6
Book and Play Stores	...	...	...	...	...	...	11,000	0	0	10,964	6	8
Library	...	...	...	...	...	...	1,000	0	0	713	15	9
Laboratory Contingencies	...	...	...	...	...	...	200	0	0	168	8	0
Purchase of chemicals and apparatus for Laboratory	...	...	...	...	...	...	2,200	0	0	2,171	0	2
Expenses of visiting teams	...	...	...	...	...	...	3,250	0	0	2,767	1	0
Travelling expenses	...	...	...	...	...	...	210	0	0	206	2	0
Colvin House Contingencies	...	...	...	...	...	...	275	0	0	272	11	5
Prizes	...	...	...	...	...	...	1,420	0	0	1,411	12	4
Medical Stores	...	...	...	...	...	...	1,000	0	0	991	5	4
Garden Contingencies	...	...	...	...	...	...	2,450	0	0	2,449	4	10
Conservancy Contingencies	...	...	...	...	...	...	1,600	0	0	1,566	3	9
Water Rate	...	...	...	...	...	...	2,300	0	0	2,200	6	0
Stationery	...	...	...	...	...	...	415	0	0	410	4	2
Miscellaneous	...	...	...	...	...	...	3,000	0	0	2,621	5	8
Telephone Charges	...	...	...	...	...	...	400	0	0	400	0	0
Audit Charges	...	...	...	...	...	...	200	0	0	200	0	0
Rent of Principal's House	...	...	...	...	...	...	50	0	0	48	0	0
Providing stone shelves in the dressing rooms of Colvin House.	...	...	...	...	...	...	400	0	0	339	7	2
Repairs to buildings	...	...	...	...	...	...	3,125	0	0	2,492	0	1
Installation of electric light and electric fans	...	...	...	...	...	...	4,600	0	0	4,515	8	0
Installation of Gas Plant in the College Laboratory	...	...	...	...	...	...	2,075	0	0	2,072	12	7
Total							41,960	0	0	39,595	11	5
Total Expenditure							1,55,255	0	0	1,52,814	11	5
Closing balance							9,419	0	0	2,654	13	5
Grand Total							1,64,674	0	0	1,55,469	8	10

ANNEXURE

Statement showing the Income and Expenditure for the

Receipts.					Budget Estimate for 1920-21.			Actual Receipts for 1920-21.		
					Rs.	A.	P.	Rs.	A.	P.
<i>Donations from Princes.</i>										
From Jodhpur	...	...	...	...	18,000	0	0	18,000	0	0
„ Kotah	...	...	...	...	4,000	0	0	4,000	0	0
„ Bharatpur	...	...	...	...	8,000	0	0	8,000	0	0
„ Bikaner	...	...	...	...	4,000	0	0	4,000	0	0
„ Alwar	...	...	...	...	4,600	0	0	...	...	...
„ Kisheengarh	...	...	...	...	200	0	0	200	0	0
„ Bundi	...	...	...	...	200	0	0	200	0	0
„ Dungarpur	...	...	...	...	200	0	0	200	0	0
„ Partabgarh	...	...	...	...	200	0	0	200	0	0
„ Kashmir	...	...	...	...	14,000	0	0	7,000	0	0
„ Tonk	...	...	...	...	2,200	0	0	2,197	3	0
„ Sailana	...	...	...	...	220	0	0	219	11	0
Total					55,820	0	0	44,216	14	0
Interest on unutilized amounts					3,790	0	0	3,948	15	5
Total Receipts					59,610	0	0	48,165	13	5
Opening Balance					96,362	0	0	96,362	5	5
Grand Total					1,55,972	0	0	1,44,528	21	0

G.

maintenance of the Post-Diploma Classes for the year 1920-21.

Expenditure.	Budget Estimate for 1920-21.			Actual Expenditure for 1920-21.		
	Rs.	A.	P.	Rs.	A.	P.
English Assistant Masters	6,600	0	0	136	1	6
Indian Assistant Masters	13,665	0	0	12,742	0	6
Allowance to Extra Assistant Commissioner and Tehsildar Ajmer	1,200	0	0	1,200	0	0
Tour Expenses	800	0	0	...	...	...
Servants	580	0	0	281	12	11
Upkeep of Jhalawar House:—						
(a) Allowance to English Assistant Master ...	3,000	0	0	...	...	...
(b) Indian Superintendent	1,200	0	0	1,025	0	0
(c) House Establishment	950	0	0	924	9	3
(d) House Contingencies	1,000	0	0	553	4	8
(e) Providing a Reading Room	400	0	0	...	...	...
Total Expenditure	29,395	0	0	16,862	12	10
Closing Balance	1,26,577	0	0	*1,27,665	6	0
Grand Total	1,55,972	0	0	1,44,528	2	10
*Invested in 5 per cent War Loan 1921 Rs. 15,000 0 0						
Do. 5½ do. do. „ 43,000 0 0						
Do. 5½ War Bonds 1925 ... „ 37,000 0 0						
In the Alliance Bank of Simla bearing interest at 4½ per cent ... „ 11,000 0 0						
Do. do. @5 per cent. „ 4,000 0 0						
In the Ajmer Treasury 17,665 6 0						
Total ... Rs. 1,27,656 6 0						

ANNEXURE

Budget Estimate of the

Heads of Receipts.	Sanctioned Budget Estimate for 1920-21.	Revised Budget Estimate for 1920-21.	Actuals for 1920-21.	Budget Estimate for 1921-22 including increased Fees.	REMARKS.
INTEREST.—					
Interest on Government Securities					
Interest on 5,68,000 of 3½ p.c. loan of 1865 ...	19,655	19,655	19,656	19,655	
Interest on 1,81,800 of 5 p.c. loan of 1929-47 ...	9,065	9,065	9,069	9,065	
Interest on 4 p.c. Port Trust Debentures amounting to 2,05,500 ...	8,205	8,205	8,208	8,205	
Interest on other investments ...	860	860	860	...	
Interest on Reserve Fund 1,05,300 of 5 p.c. loan of 1929-47 ...	5,255	5,255	5,258	5,255	
Interest on 14,000 of 5½ p.c. loan of 1921 set aside for Electric light and electric fans ...	...	769	769	769	
EDUCATION.—					
School Fees.—					
(1) Book, Play and Medical Fund subscriptions.	6,200	6,200	5,750	8,750	Includes 500 arrears.
(2) Annual Fees from boys from States outside Rajputana and Central India ...	17,075	17,975	17,075	22,125	
(3) Annual fees from Rajputana and Central India boys at 10/- per month ...	...	...	...	10,680	
MISCELLANEOUS.—					
Contributions.—					
(1) Contribution from Government.—					
(1) Annual Contribution ...	12,000	12,000	12,000	12,000	
(2) Annual Subsidy ...	48,018	48,018	48,018	48,018	
(2) Annual Contributions from Native States ...	4,728	4,728	4,728	4,728	
Rent of Houses ...	2,780	2,780	2,764	2,780	
Sale of fruits, grass &c., (Conservancy & Garden produce) ...	4,000	4,000	3,279	5,000	Includes arrears
Miscellaneous ...	600	1,800	1,332	1,000	
Receipts for Installation of Electric light and electric fans:—					
(1) Balance of grant for the Science Laboratory given by H. H. the Maharaja Scindia of Gwalior invested in 5½ p.c. loan amounting to 6,500 ...	6,500	6,500	...	6,450	Sale proceeds received in 1921-22.
(2) Interest on the above ...	660	660	...	1,017	Interest for 3 years
Carried over ...	1,40,601	1,42,970	1,33,766	1,60,497	

ayo College Fund for the year 1921-22.

Heads of Expenditure.	Sanctioned Budget Estimate for 1920-21.	Revised Budget Estimate for 1920-21.	Actuals for 1920-21.	Budget Estimate for 1921-22 including increased rates of pay of Indian Asst. Masters and ministerial establishment.	REMARKS.
GENERAL ADMINISTRATION.—					
Establishment engaged in General Management and accounts:—					
Clerks	4,500	4,425	4,424	6,875	
EDUCATION:—					
Colleges and Schools.—					
(1) European Teaching Staff	54,750	61,070	61,069	78,490	Increase due to new rates of pay and arrears.
(2) Indian Assistant Masters	22,065	21,950	21,925	35,715	
(3) Shastri	1,200	1,200	1,200	1,270	
(4) Premium for perfected pension for the Shastri	290	290	289	290	
(5) Superintendent of Games	1,275	1,275	1,273	2,890	
(6) Drill Masters	780	780	780	910	
(7) Play Establishment	3,925	3,770	3,768	4,070	
(8) Purchase and Repairs of Furniture	1,200	500	318	700	
(9) Book and Play Stores	11,000	11,000	10,965	11,000	
(10) Library	1,000	1,000	714	1,000	
(11) Laboratory Contingencies	200	200	169	300	
(12) Purchase of chemicals and apparatus for Laboratory	1,000	2,200	2,174	...	
(13) Expenses of visiting teams	2,900	3,250	2,767	3,000	
(14) Sumptuary Allowance to Principal	1,200	1,200	1,200	1,200	
(15) Travelling Expenses	100	210	206	200	
(16) Colvin House Establishment	3,430	3,605	3,606	5,035	
(17) Colvin House Contingencies	275	275	273	275	
Scholarships and Prizes.—					
Prizes	1,000	1,420	1,412	1,000	
MEDICAL (PROFESSIONAL ESTABLISHMENT).—					
(1) Allowance to Medical Officer	1,200	1,200	1,200	1,200	
(2) Pay of Sub-Assistant Surgeon	1,200	1,360	1,360	1,440	
(3) Local allowance to Sub-Assistant Surgeon	300	300	300	300	
(4) Pension Contribution	200	230	227	240	
(5) Dresser	150	150	144	160	
(6) Medical Stores	900	1,000	991	1,000	
MINOR DEPARTMENTS.—					
(1) Garden Establishment	3,550	3,380	3,365	3,820	
(2) Garden Contingencies	2,450	2,450	2,449	2,450	
(3) Conservancy Establishment	3,025	2,975	2,959	3,120	
(4) Conservancy Contingencies	1,300	1,600	1,566	1,500	
(5) Water Rate	1,900	2,300	2,300	2,300	
Superannuation.—					
(i) Pensions	55	65	62	80	
Carried over ...	1,28,320	1,36,630	1,35,354	1,71,330	

Budget Estimate of the

Heads of Receipts.	Sanctioned Budget Estimate for 1920-21.	Revised Budget Estimate for 1920-21.	Actuals for 1920-21.	Budget Estimate for 1921-22 including increased Fees.	REMARKS.
-- Brought forward ...	1,40,601	1,42,970	1,88,766	1,60,497	
Total Receipts ...	1,40,601	1,42,970	1,88,766	1,60,497	
Opening Balance ...	21,704	21,704	21,704	2,655	
GRAND TOTAL ...	1,62,305	1,64,674	1,55,470	1,63,152	

H.

Mayo College Fund for the year 1921-22.

Heads of Expenditure.	Sanctioned Budget Estimate for 1920-21.	Revised Budget Estimate for 1920-21.	Actuals for 1920-21.	Budget Estimate for 1921-22 including increased rates of pay of Indian Asst. Masters and ministerial establishment.	REMARKS.
Brought forward	1,28,320	1,36,630	1,35,354	1,71,880	
MISCELLANEOUS.—					
(1) Petty Establishment (servants)	4,870	4,860	4,358	4,920	
(2) Stationery	300	415	410	350	
(3) Miscellaneous	2,500	3,000	2,624	3,000	
(4) Telephone Charges	400	400	400	400	
(5) Audit Charges	200	200	200	200	
(6) Rent of Principal's House	50	50	48	50	
PUBLIC WORKS.—					
Original Works.—					
Providing Stone shelves in the dressing rooms of Colvin House	...	400	340	...	
Repairs and Maintenance.—					
Repairs to Buildings	3,125	3,125	2,492	3,125	
Repairs to Roads	300	...	...	300	
Installation of Electric light and electric fans in College Buildings	5,000	4,600	4,516	...	
Installation of Gas Plant in the College Laboratory	2,870	2,075	2,073	...	
Repairing and cleaning pipe lines	...	...	...	3,290	
Total Expenditure	1,47,985	1,55,255	1,52,815	1,86,965	
Closing Balance	14,370	9,419	2,655	-28,813	
GRAND TOTAL	1,62,355	1,64,674	1,55,470	1,63,152	

ANNEXURE

Budget Estimate of the Receipts and Expenditure for the maintenance

Hheads of Receipts.	Budget Estimate for 1920-21.	Actuals for 1920-21.	Budget Estimate for 1921-22.	REMARKS
Donations from Princes (being the interest on capital subscriptions and the annual subscriptions) for the maintenance of the Post-Diploma Classes ...	55,820	44,217	27,820	
Interest on unutilised amounts	8,790	8,949	5,885	
Total Receipts ...	59,610	48,166	33,655	
Opening balance ...	96,862	96,862	1,27,665	
GRAND TOTAL ...	1,55,972	1,44,528	1,61,320	

I.
of the Post-Diploma classes for the year 1921-22.

Heads of Expenditure.	Budget Estimate for 1920-21.	Actuals for 1920-21.	Budget Estimate for 1921-22 including increased rate of pay of Indian Assistant Masters.	REMARKS.
English Assistant Masters	6,600	186	...	
Indian Assistant Masters	18,665	12,742	15,180	
Allowance to Extra Assistant Commissioner, and Tehsildar, Ajmer	1,200	1,200	1,200	
Tour expenses	800	...	800	
Servants	580	282	325	
Upkeep of Jhalawar House:—				
(a) Allowance to English Resident Master ...	8,000	...	8,000	
(b) Indian Superintendent	1,200	1,025	1,200	
(c) House Establishment	950	925	810	
(d) House contingencies	1,000	558	1,000	
(e) Providing a Reading Room at the Jhalawar House	400	...	400	
(f) Repairing and cleaning pipe line of Jhalawar House ... ..	...	...	250	
Total Expenditure	29,895	16,868	24,165	
Closing balance	1,26,577	1,27,665	1,87,155	
GRAND TOTAL	1,55,972	1,44,528	1,61,320	

* Invested in 5 p.c. War Loan 1921 Rs. 15,000 0 0
Invested in 5½ p.c. War Loan 1921 " 43,000 0 0
Invested in 5½ p.c. War bonds 1925 " 87,000 0 0
In the Alliance Bank of Simla Limited bearing interest at 4½ per cent " 11,000 0 0
Do. Do. Do. @ 5 p.c. " 4,000 0 0
In the Ajmer Treasury " 17,005 6 0

ANNEXURE J.

Mayo College, Ajmer.

Schedule of work done for 1920-21.

Post-Diploma Class—3rd year.

English.

1. Text Books :—

- (1) R. L. Stevenson :—*Virginibus Puerisque*, V. P. Parts I & II & Seven other papers.
- (2) Scott :—*Ivanhoe*.
- (3) Shakespeare :—*Hamlet* and *Richard II.*
- (4) Dickens :—*A tale of two Cities*.
- (5) Selections from *Palgrave's Golden Treasury*.—Selections.

2. Essay and Grammar.

3. General knowledge including a study of Economic questions.

History.

1. Vincent Smith :—*Early History of India*.
2. Lane Poole :—*Medieval India*.
3. Lyall :—*Rise of the British Dominion in India*.
4. Strachey :—*India*.
5. Anderson :—*British Administration in India*.

Administration and Subjects for the Lower Standard Examination Ajmer-Merwara.

I.—ADMINISTRATION.

- (1) Notes on State Administration.
- (2) The Famine Code (Ajmer-Merwara).
- (3) Notes on Famine Policy as laid down by the Government of India.

II.—REVENUE.

- (1) The Ajmer Land Revenue Regulation II of 1877.
- (2) The Irrigation Regulation and Rules.
- (3) The Land Acquisition Act.
- (4) The Ajmer Land Alienation Regulation III of 1914 with Rules.
- (5) Land Improvement Loans Act of 1888 with Rules.
- (6) Agriculturists Loans Act of 1884 with Rules.

III.—JUDICIAL.

- (1) The Indian Penal Code and Amended Acts with the Whipping Act.
- (2) The Code of Criminal Procedure.
- (3) The Code of Civil Procedure.
- (4) The Evidence Act.
- (5) The Ajmer Courts Regulation.
- (6) The Ajmer Laws Regulation.
- (7) The Ajmer Government Wards Regulation 1888 with Rules.
- (8) The Ajmer Taluqdars Loans Regulations 1911 with Rules.

IV.—MISCELLANEOUS.

- (1) Transliteration and translation into Urdu or English of easy manuscript documents in (a) Kayasthi and (b) Mahajani characters.
- (2) Translation of a simple piece of English into Hindi in these characters.
- (3) Conversation in the ordinary language of the District with an ordinary villager. Similar tests in Urdu, omitting the conversational portion.

Post-Diploma Class.—2nd year

English.

1. Text Books :—

The same as for 8rd year.

2. Essay writing and Grammar.

3. General knowledge.

History.

Vincent Smith :—Early History of India—14 Chapters.

Lane Poole :—Medieval India.

Anderson :—British Administration in India.

Administration.

I.—ADMINISTRATION.

(1) Notes on State Accounts.

(2) The Famine Code (Ajmer-Merwara.)—Chapters I—IX omitting V.

(3) Notes on Famine Policy as laid down by the Government of India.

II.—REVENUE.

A.—General Revenue Laws :—

(1) Land and Revenue Regulation II of 1877.

(2) Irrigation Regulation VIII of 1887.

(3) Agriculturists Loans Act XII of 1884.

(4) Land Improvement Loans Act XIX of 1883.

B.—General Revenue Rules :—

(1) Patwaris, Girdawars and Registrar Girdawars Rules.

(2) Rules for Survey and Boundary marks.

(3) Irrigation Rules.

(4) Rules for the maintenance of village maps.

(5) Rules for Assessment of Land Revenue on villages under the variable system.

(6) Taqavi Rules.

(7) Other Revenue Rules :—

Mutation Rules; Wasil-baki Nawis Rules; Appointment and dismissal of Lambardars; Duties of Lambardars and Patels; Duties of Tahsildars; Fees payable under Section 75 of the Land Revenue Regulation, &c.

III.—THEORETICAL SURVEYING.

IV.—PRACTICAL :—

(1) Revenue work in Camp.

(2) Surveying and computation of area.

V.—Hindi Reading and Writing.

VI.—Urdu Reading and Writing.

VII.—Arithmetic.

VIII.—Law :—

(1) The Indian Penal Code.

(2) The Civil Procedure Code (In Part).—Orders 1-19.

(3) The Criminal Procedure Code (In Part).—Section 1-200.

(4) The Evidence Act (In Part).—Section 1-32.

Science or Economics.

SCIENCE :—

Lectures on "Home Hygiene" and Physics and Chemistry as applied to various common things in alternate years.

Economics.—Mrs. Fawcett's Political Economy.—Land and Labour.

Post-Diploma Class.—1st year.

English.

1. Text Books :—The same as for 3rd year.
2. Essay writing and Grammar.
3. General knowledge.

History.

Text Books :—The same as for 2nd years.

Administration.

I.—ADMINISTRATION.

- (1) Notes on State Accounts.
- (2) Famine Code (Revised Edition).—Chapters VI—X.

II.—REVENUE.

A.—General Revenue Laws.

- (1) Land and Revenue Regulation II of 1877.
- (2) Irrigation Regulation VIII of 1887.

B.—General Revenue Rules.

- (1) Patwari Rules.
- (2) Rules for Survey and Boundary marks.
- (3) Rules for Assessment of Land Revenue under the variable system
- (4) Wasil-baki Nawis Rules.

III.—SURVEYING :—

Theoretical and Practical by Plane Table and computation of areas.

IV.—Hindi Reading and Writing.

V.—Urdu Reading and Writing.

VI.—Arithmetic.

VII.—Law :—

The Civil Procedure Code, (In Part).—Sections I to end and orders 1-4.
The Indian Penal Code.

Science or Economics.

The same as for 2nd year.

First Class—Diploma Class.

Compulsory Subjects.

English.

1. Text Books :—
 - (1) Prose :—Henry Seton Merriman—With Edged Tool.
 - (2) Poetry :—Shakespeare—Macbeth.
 - (3) An additional play of Shakespeare.
2. Essay and Grammar.
3. Translation.
4. General knowledge.

History and Geography.

HISTORY :—

- (a) English—No text book prescribed. English History to be taught with special reference to the development of constitutional liberty and the growth of the British Empire; to be treated on the broadest lines up to the end of the 18th century, after which important imperial and social questions should be examined in greater detail.

Junior Cambridge Historical Reader.

Leslie—Jones :—A View of English History.

- (b) Indian—No text book prescribed. Only the salient features of Indian History should be regarded up to the campaigns of Clive, after which the rise and effects of the British dominion should be carefully studied.

Allen :—Narrative of Indian History.

GEOGRAPHY—

No text book prescribed. A General knowledge of the world and a more detailed knowledge of the British Empire and particularly of India.

Questions on Physical Geography may be set.

- (1) Morrison's Junior Geography of India, Burma and Ceylon.
- (2) The Atlas Geographies—British Empire.
- (3) The Atlas Geographies—British Isles.

Maps to be drawn—India and the British Colonies.

Mathematics.

Special Group set I.—

Arithmetic :—Pendlebury and Tait - Chapters 1—40.

(Corresponding with the Allahabad University Matriculation Standard).

Alternative Subjects.

Vernacular (one to be taken.)

- (a) URDU :—Allahabad University Course for 1920.

Grammar—General.

Translation—English into Urdu.

Composition.

Petition Reading.

- (b) HINDI :—Prose—Hindi Selections in Prose and Poetry (published by Ram Dayal Aggarwala).

Tulsidas Ramcharitamans (abridged by Syam Sunder Das).

Grammar—By Ohandra Mauli Shukul.

Translation—English into Hindi.

Composition—Letters.

Reading Petitions and documents in court script.

Science or Second Language (one to be taken).

SCIENCE :—Both Theoretical and Practical—Hill and Mackenzie's Physics and Chemistry for Indian Schools—Parts I—IV.

SANSKRIT :—Selections from Hitopdesha, Purushpariksha and Mahabharata (Belvedere Press, Allahabad).

Grammar—Simple declensions and conjugations, and Elementary rules of syntax and compounds.

K. P. Trivedi's Sanskrit Teacher.

Translation—English into Sanskrit and vice versa.

PERSIAN :—Persian Entrance Course (Punjab University.)

Grammar—Miftah-ul-Qawaid (Anwar Ahmedi Press, Allahabad.)

Translation—Persian into English and vice versa.

Administration or Advanced Mathematics (one to be taken.)

ADMINISTRATION :—(1) Law—Withworth's Law Lectures.

Lectures on Hindu and Muhammadan Law.

(2) Surveying—Theoretical and Practical by means of Lectures.

(3) Notes on :—(i) Patwari papers (ii) Revenue Administration and (iii) Irrigation.

ADVANCED MATHEMATICS :—Special Group Set I :—

(1) Algebra—Baker and Bourne—Chapters 1—25 and 36—38.

(2) Geometry—Hall and Stevens—Parts I to V with easy deductions.

Theorems—1, 18, 20-32, 34, 38-58, 60-64, 66 and 72.

Problems—1-19, 22, 23, 25-34.

(Corresponding with the Allahabad Matriculation Standard).

Second Class.

Compulsory Subjects.

English.

Text Books :—Prisoner of Zenda.

Shakespeare—Merchant of Venice.

Grammar—New Manual of English Grammar—The parts of Speech and structure of Sentences, Elementary Parsing and analysis.

Composition—Wren's Progressive composition.

Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY :—(a) English-Junior Cambridge Historical Reader.

(The Expansion of England under the Tudors; the Renaissance and the Reformation; the Stuart Period, and the Constitutional Struggle; the Civil War and Parliamentary rule; the Restoration; the Revolution of 1688; the Hanoverian period and the beginning of Cabinet Government; the Colonial Expansion of the 18th century and the War of American Independence; the Napoleonic War; and the period of reform which follows with the industrial Revolution.)

(b) Allen's Narrative of Indian History—pp. 116-216.

The British Period pp. 132 to end.

GEOGRAPHY :—World with special reference to British Empire and India—Aurangzeb to Lord Dalhousie.

(1) Morrison's Junior Geography of India—India only not Ceylon.

(2) Macmillan's Geographical Exercise Books No. I and III.

(3) The Atlas Geographies—British Isles—Selections.

Mathematics.

ARITHMETIC :—Special Group Set II.

Pendlebury and Tait—Chapters 1-40 (Two year's course).

Vernacular (one to be taken.)

(a) URDU :—Guldasta-i-Adab.

Qawaid-i-Urdu Part II (Mission Press, Allahabad). 2nd half.

Majmuni Kagzat-i-Karrawai—(Aijaz Muhammadi Press, Lucknow.)

Translation and composition.

(b) HINDI :—Hindi Selections in prose and poetry, published by Ram Dayal Aggarwal—
In part.

Ramacharita Manasa (abridged) by Syam Sunder Dassi—Ayodhya, (Part)
Kishkindha, Sunder, Lanka and Uttar Kand.

Grammar—by Ohandra Mauli Shukul.

Translation—English into Hindi.

Drawing.

Buchanan's Art Drawing Plates, 24-29.

Alternative Subjects.**Science or Second Language (one to be taken.)**

SCIENCE :—Both Theoretical and Practical.

Dr. Hill's Chemistry for Indian Schools Part III.

SANSKRIT :—Selections from Hitopadesh, Purushpariksha and Mahabharata (Belvedere Press, Allahabad).—Purushpariksha and Nalopakhyan.

K. P. Trivedi's Sanskrit Teacher.

Translation—English into Sanskrit and vice versa.

PERSIAN :—Punjab University Entrance Course—pp. 103—202.

Grammar—Miftah-ul-Qawaid—2nd half

Translation—English into Persian and vice versa.

Administration or Advanced Mathematics (one to be taken).

ADMINISTRATION :—LAW—Withworth's Law Lectures.—1-22 Lectures.

General Notes on Land Revenue system.

ADVANCED MATHEMATICS :—Special Group set II (Two year's Course) as in Diploma class

Third Class.**Compulsory Subjects.****English.**

TEXT BOOKS :—Ker and Cleaver's Heroes of Exploration and Discovery. * Nos. 1, 3, 4
5, 7, 12—pp. 7, 39, 57, 74, 110, 190.

Arnold :—Sohrab and Rustom,

Coleridge—Ancient Mariner—Parts I-III.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive Composition. } Selections.

Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY—(a) English—Junior Cambridge Historical Reader.

(Early Britain; the Roman occupation; the Norse Invasions; the Danish and Norman conquests; Constitutional development under Henry I, Henry II, Simon deMontfort and Edward I, the Hundred years War; and the Wars of the Roses.

(b) Indian—Thompson's Junior History of India (to end of Moghul Empire.)

GEOGRAPHY—The World with special reference to British Empire and India.

(1) The Atlas Geographies—British Empire.

(2) Macmillan's Geographical Exercise Book No. III.

(3) The British Empire in Pictures.

Mathematics.

ARITHMETIC—Upper Group Set III.

Pendlebury and Tait—Chapters 1-31.

ALGEBRA :—Baker and Bourne—Chapters, 1-12.

GEOMETRY :—Hall and Stevens—Parts I and II with easy deductions.
Theorems—1-18, 20 30; Problems—1-19.

Vernacular (one to be taken.)

(a) **URDU** :—Guldasta-i-Adab.

Qawaid-i-Urdu Part II—(Mission Press Allahabad) 1st half.

Inshai Urdu Shikasta—1st half.

Translation and Composition.

(b) **HINDI** :—Prose—Selections in Prose and Poetry—Published by Ram Dayal Aggarwal (in part).—Chaps.—2, 3, 4, 7 & 8 & Poems 3, 4, 5, 6, 7, 19 & 27.

Tulsidas—Ram Charitamanasa (abridged by Syam Sunder Das)—Sundra and Lanka Kandas.

Grammar by Chandra Mauli Sukul.—Elementary parsing.

Composition and Translation (English into Hindi.)

Drawing.—Buchanan's Art Drawing Plates 19-23.

Alternative Subjects.

Science or Second Language (one to be taken).

SCIENCE :—Both Theoretical and Practical.

Hill and Mackenzie's Physics and Chemistry for Indian Schools Part II.

SANSKRIT :—Indian Press Sanskrit Reader No. II.

Grammar—As given in the Reader.

K. P. Trivedi's Sanskrit Teacher.

Translation—English into Sanskrit and vice versa.

PERSIAN :—Punjab Entrance Course—pp. 1-103.

Grammar—Miftah-ul-Qawaid—1st half.

Translation—English into Persian and vice versa.

Fourth Class.

Compulsory Subjects.

English.

TEXT BOOKS :—Prose—High roads to History Books III and IV.—Selections.
—Alladin (Macmillan's suppl. Readers.)

Poetry—English Poetry (2nd Series Ballads) by J. Nelson Fraser.—Selections.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive Composition.

Translation and Retranslation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY :—Marsden's History of India for Standards III and IV (in Vernacular.)—pp. 70-142.

GEOGRAPHY :—No book prescribed—Northern continents.—Asia, Europe & North America.

Mathematics.

ARITHMETIC :—Upper Group Set IV.

Hall, Stevens and Simm's Arithmetic for Indian Schools—Chapter 7, 12, 13, 14, and 16 together with revision of work done in lower sets.

ALGEBRA :—Baker and Bourne—Chapter 1-6.

GEOMETRY :—Hall and Stevens—Part I—Theorems :—1-16. Problems 1-13 with easy deductions.

Vernacular (one to be taken).

(a) **URDU** :—Guldasta-i-Adab.

Qawaid-i-Urdu Part I (Mission Press, Allahabad,) 2nd half.

Composition.

(b) **HINDI** :—Hindi Praveshika (Indian Press, Allahabad.)—Lessons 1-9, 11-17, 19-26, 30, 31, 33-39.

Grammar by Chandra Mauli Sukul.—Elementary parsing.

Composition.

Drawing.

Buchanan's Art Drawing Plates 13-18.

Model Drawing of cubes, rectangles, cylinders &c., combined and shading with colour.

Alternative Subjects.

Science or Second Language (one to be taken.)

SCIENCE :—Both Theoretical and Practical.

Hill and Mackenzie's Physics and Chemistry for Secondary Schools Part I.

SANSKRIT :—Indian Press Sanskrit Reader No. I.

Grammar as given in the Reader.

Translation—English into Sanskrit and vice-versa.

PERSIAN :—Gulzar Dabistan—pp. 1-16 and 24-39.

Grammar—Miftah-ul-Qawaid, pp. 1-20.

Fifth Class.

English.

TEXT BOOKS :—New English Course for Indian Schools—Fifth Reader—In part.

Horatius.

Composition—Wren's Progressive Composition.

Grammar.

Translation and Retranslation.

Reading, Recitation and Conversation.

Miscellaneous Elementary
Composition and Ele-
mentary Grammar.

History and Geography.

HISTORY :—Marsden's History of India for Standards III and IV (in Vernacular.)—pp. 4-69.

GEOGRAPHY :—No book prescribed—Southern continents.—Australia, Africa, South America, and Atmosphere.

Science.

Oral Instruction (Object Lessons.)

Mathematics.

Middle Group Set V.

ARITHMETIC :—Hall, Stevens and Simm's—Chapters 3, 6, 9, 10 and 11 revision of work done in Lower Sets except Metric tables and contracted methods.

ALGEBRA :—Baker and Bourns—Chapters 1-3.

GEOMETRY :—Hall and Stevens—Part I. Practical. Problems 1-5.

Vernacular (one to be taken).

(a) **URDU** :—Ahsan-ul-Intikhab—2nd half.

Qawaid i-Urdu, Part I—(Mission Press, Allahabad) 1st half.
Composition.

(b) **HINDI** :—Lower Middle Hindi Reader (Indian Press, Allahabad).

Grammar by Chander Mauli Sukul.
Composition.

Drawing.

Buchanan's Art Drawing of cubes, rectangles, cylinders &c. Shading with pencil.

Sixth Class.

English.—Text Books :—New English Course for Indian Schools—4th Reader.—Selections.

Nelson's Indian Reader Book 3 (to be supplemented).—Selections.

Tales from Andersen (Macmillan's suppl. Readers).

Lyrical poetry.

Copy writing.

Geography.—No book prescribed—1. World in outline.

2. India in outline (vide scheme).

Science.—Oral Instruction—(Object Lessons).

Arithmetic.—Middle Group Set VI :—

Hall, Steven and Simm's Arithmetic—Chapters 2, 4, 5 and 8, H.C.F. and L.C.M. by Factors or otherwise. Decimal Fractions and Elementary Vulgar Fractions, and revision of work done in Lower Sets, measures of weight, length and capacity, English, Indian and metric, measures of time, multiplication Tables up to 20×20 , $20 \times \frac{1}{2}$, $20 \times 1\frac{1}{2}$, $20 \times 1\frac{1}{4}$.

Practical Geometry—Use of Mathematical Instruments—straight lines and angles at a point and their bisection.

Vernacular (one to be taken).

(a) **URDU** :—Ahsan-ul-Intikhab by Muhammad Abdul Jalil (Lazarus & Co. Benares) 1st half.—Completed excepting Urdu-e-Mualla.

Grammar—Aziz-ul-Mubtadi.

Copy writing and Dictation.

(b) **HINDI** :—Lower Middle Hindi Reader—1st half.—Selections.

Grammar, Copy writing and Dictation.

Composition.

Drawing.—Buchanan's Art Drawing. Plates, 4-6, and Model Drawing, cubes, rectangles at various positions.

Seventh Class.

English.—Text Books :—New English Course for Indian Schools—3rd Reader. Selections.

Nelson's Indian Reader, Book 2.

Copy writing.

Geography—No book prescribed—On-line Geography of Rajputana, Division of Land and Water (World Map).

Science.—Object Lessons (in vernacular).

Arithmetic—Lower Group Set VII.

Hall, Steven and Simm's Arithmetic—Chapters, 1, 2 and 4.

The compound Rules—Indian and English money and weights (no fractions of pies, pennies, chhataks or ounces). Prime numbers and Factors and H. O. F. and L. O. M. by Factors only, and revision of work done in Lower Sets.

Vernacular (one to be taken).

(a) **Urdu** :—Lower Primary Reader Part II.

Qawad i-Urdu (Nawal Kishore Press).—pp. 1-47.

Grammar—Parts of Speech.

Copy writing and Dictation.

(b) **Hindi** :—Indian Press, Reader Book 1 Parts I and Hindi Sikshawali Part III (Selections.)

Grammar, Copy writing and Dictation.

Drawing.—Buchanan's Art Drawing Plates 1-8.

Model Drawing, cubes at various positions.

Eighth Class.

English.—Text Books :—A Section—Longman's New English Course for Indian Schools—1st Reader.

Do.

Do.

2nd Reader.

Selections.

B. Section—Longman's New English Course for Indian Schools—Primer. Selections.

Copy writing.

Geography.—No book prescribed—Ordinary physical phenomena, Geographical terms (with special reference to Local map). Plans of class room and compound Model in sand of picture and plan in Phillip's Chart. Geography of Ajmer.

Science.—Object Lessons (in vernacular).

Arithmetic.—Lower Group Set. VIII :—

Notation and Numeration of number of not more than 12 figures.

The Four Simple Rules. Multiplication Tables from 1-20. Revision of work done in Set. IX.

Lower Group Set. IX.

Notation and Numeration of Numbers of not more than six figures (one lac or one hundred) both English and Indian Methods, Addition and Subtraction.

Vernacular (one to be taken).

(a) **Urdu** :—A & B Sections—Urdu ka Naya Qaidn (Indian Press, Allahbad).

Urdu Reader No. 1.

Lower Primary Reader Part I.

Copy writing.

(b) **Hindi** :—A & B Sections—Hindi Primer (Indian Press).

Hindi Reader for Preparatory Class B (Nawal Kishore Press).

Hindi Reader for Class I (Nawal Kishore Press).

Copy writing.

Drawing.—Orayon and brushwork Exercise Books No. 1 and 2.

Freehand :—Straight and curved lines in various positions.

Mayo College, CLASS TIME TABLE

Days.	1st Period.	2nd Period.	3rd Period.
Monday ...	3rd year—Criminal Law. 2nd year—Arithmetic. 1st year—Vernacular. Diploma Vernacular. Special Set. 2.—Arithmetic. III.—Indian History. IV.—English Text M. G. Set. 5.—Mathematics. VII.—English Text. VIII.—Drawing.	Post-Diploma—English Prose. Diploma Prose. II.—Vernacular. M. G. Set. 3.—Mathematics. Do. 4.— Do. V.—English Text. VI.— Do. VII.—Drawing. VIII.—Religion.	Post-Diploma—Religion. Diploma—Law and Advanced Mathematics. II.—Indian History. III.—Prose. IV.—Science and Sanskrit. V.—Geography. VI.—Conversation. VII.—English Dictation and copy writing. VIII.—Object Lessons.
Tuesday ...	3rd year—History. 2nd year—Revenue Law. 1st year—Civil Law. Diploma—English History. II.—Prose. III.—Vernacular. IV.—History. M. G. Set. 5.—Mathematics. Do. 6.— Do. VII.—Geography. VIII.—A. & B.—English Text.	3rd year—Criminal Law. 2nd year—Administration. 1st year—Revenue Law. Special Set. 1.—Arithmetic. II.—Vernacular. III.—Poetry. IV.—Science and Sanskrit. V.—Geography. VI.—Object Lessons. VIII.—A.—English Drawing and copy writing. B.—Geography.	Post-Diploma—Prose. Diploma— Do. Special Set. 1.—Arithmetic. III.—Translation. IV.—Science and Sanskrit. V.—English Dictation and copy writing. VI.—English Text. VII.—English Dictation and copy writing. VIII.—Hindi.
Wednesday...	3rd year—Revenue Law. 2nd year—Administration. Special Set. 1.—Arithmetic. II.—Poetry. III.—English History. IV.—Vernacular. M. G. Set. 5.—Mathematics. Do. 6.— Do. VII.—English Text. VIII.—A. & B.—English Text.	3rd year—Administration. 2nd year—Civil Law. 1st year—Revenue Law. Diploma—Poetry. II.—Science and Sanskrit. III.—Prose. IV.—Religion. V.—Vernacular. VI.—English Text. VII.—Geography. VIII.—A.—English Dictation and copy writing. B.—Geography.	3rd year—Civil Law. 1st and 2nd year—History. Diploma—General knowledge. II.—Science and Sanskrit. U. G. Set. 3.—Mathematics. Do. 4.— Do. V.—English Text. VI.—Geography. VII.—Vernacular. VIII.—Drawing.
Thursday ...	3rd year—Criminal Law. 1st and 2nd year—Survey. Diploma—Poetry. II.—Vernacular. III.—Prose. IV.—Geography. M. G. Set. 5.—Mathematics. Do. 6.— Do. VII.—Drawing. VIII.—A. & B.—English Text.	3rd year Civil Law. 1st and 2nd year—Survey. Special Set. 1. Arithmetic. II.—Essay and Grammar. III.—Science and Sanskrit. IV.—Vernacular. V.—Geography. VI.—Object Lessons. VII.—English Text. VIII.—A. & B.—English copy writing.	3rd year—Administration. 1st and 2nd year—History. Diploma—Vernacular. II.—Conversation. III.—Drawing. IV.—English Text. V.—Science. VI.—Geography. VII.—English Dictation and writing. VIII.—Religion.
Friday ...	3rd year—Criminal Law. 1st & 2nd year—Political Economy. Special Set. 1.—Arithmetic. II.—Poetry. III.—English History. IV.—Translation. M. G. Set. 5.—Mathematics. Do. 6.— Do. VII.—Vernacular. VIII.—A. & B.—English Text.	3rd year—Vernacular. 1st and 2nd year—Indian Penal Code. Diploma—Administration. II.—Vernacular. III.—Hindi. IV.—Grammar and Composition. V.—English Text. VI.— Do. VII.—Conversation. VIII.—A.—Geography. B.—English copy writing.	3rd year—History. 2nd year—Civil Law. 1st year—Administration. Diploma—Prose. II.—Geography. U. G. Set. 3.—Mathematics. Do. 4.— Do. V.—Vernacular. VI.—Grammar and Composition. VII.—English Dictation and writing. VIII.—Hindi.
Saturday ...	3rd year—Criminal Law. 2nd year—Vernacular. 1st year—Administration. Diploma—Poetry. II.—Law. III.—Poetry. IV.—English Text. M. G. Set. 5.—Mathematics. Do. 6.— Do. VII.—English Text. VIII.—A.—English Dictation and Copy writing. B.—Geography.	Post-Diploma—Prose. Diploma—Survey and Advanced Mathematics. II.—Poetry. III.—Science and Sanskrit. IV.—History. V.—English Text. VI.—Geography. VII.—Vernacular. VIII.—Drawing.	3rd year—History. 1st and 2nd year—History Diploma—Translation. II.—English History. III.—Science and Sanskrit IV.—Drawing. V.—Grammar and Composition. VI.—Vernacular. L. G. Set. 7.—Arithmetic. Do. 8.— Do. Do. 9.— Do.

Ajmer.

FOR 1920-21.

4th Period.	5th Period.	6th Period.
3rd year—Revenue Law. 2nd year—Administration. 1st year—Civil Law. Diploma—Indian History. II.—Law and Advanced Mathematics. III.—Geography. IV.—Conversation. V.—Drawing. VI.—Vernacular. VII.—Object Lessons. VIII.—A. & B.—English Text.	3rd year—Administration. 2nd year—Revenue Law. 1st year—Criminal Law. Diploma—Science and Sanskrit. II.—Prose. III.—Essay and Grammar. IV.—Vernacular. V.—Religion. VI.—Drawing. L. G. Set. 7.—Arithmetic.	3rd year—Translation. 2nd year—Vernacular. 1st year—Arithmetic. Diploma—Science and Sanskrit. II.—Translation. III.—Vernacular. IV.—Geography. V.—Science.
3rd year—Translation. 2nd year—Civil Law. 1st year—Arithmetic. Diploma—Vernacular. II.—English History. U. G. Set. 3.—Mathematics. Do. 4.— Do. V.—English Text. VI.—Vernacular. VII.—Geography. VIII.—A. & B.—Conversation.	3rd year—Civil Law. 1st and 2nd year—History. Diploma—Indian History. II.—Religion. III.—Science and Sanskrit. IV.—English Text. V.—Drawing. VI.—Translation. L. G. Set. 7.—Arithmetic. Do. 8.— Do. Do. 9.— Do.	Post-Diploma—Essay and Grammar. Diploma—Law. II.—Drawing. III.—Science and Sanskrit. IV.—Translation. V.—Vernacular. VI.—Geography.
Post-Diploma—Poetry. Diploma—Vernacular. II.—Indian History. III.—Religion. IV.—English Text. V.—History. VI.—Vernacular. L. G. Set. 7.—Arithmetic. Do. 8.— Do. Do. 9.— Do.	3rd year—Vernacular. 2nd year—Criminal Law. 1st year—Administration. Diploma—Geography. Special Set. 2.—Arithmetic. III.—Vernacular. IV.—Geography. V.—Grammar and Composition. VI.—English Dictation and copy writing. VII.—Object Lessons. VIII.—Hindi.	
Post-Diploma—General Knowledge. Diploma—Essay and Grammar. II.—Geography. U. G. Set. 3.—Mathematics. Do. 4.— Do. V.—Translation. VI.—Religion. VII.—Vernacular. VIII.—A. & B.—Geography.	Post-Diploma—Poetry. Diploma—Science and Sanskrit. II.—Prose. III.— Do. IV.—Drawing. V.—English Text. VI.— Do. L. G. Set. 7.—Arithmetic. Do. 8.— Do. Do. 9.— Do.	3rd year—History. 2nd year—Translation. 1st year—Vernacular. Diploma—Science and Sanskrit. II.—Drawing. III.—Geography. IV.—History. V.—Vernacular.
Post-Diploma—Poetry. Diploma—Hindi. II.—Administration and Advanced Mathematics. III.—Poetry. IV.—Science and Sanskrit. V.—History. VI.—Drawing. VII.— Do. VIII.—Object Lessons.	3rd year—Administration. 2nd year—Vernacular. 1st year—Criminal Law. Diploma—Religion. II.—Science and Sanskrit. III.—Conversation. IV.—English Text. V.—Conversation. VI.—English Dictation and copy writing. L. G. Set. 7.—Arithmetic. Do. 8.— Do. Do. 9.— Do.	
3rd year—Criminal Law. 1st and 2nd year—Political Economy. Diploma—English History. II.—Science and Sanskrit. U. G. Set. 3.—Mathematics. Do. 4.— Do. V.—Drawing. VI.—English Text. VII.—Geography. VIII.—A.— Do. B.—Copy writing.	3rd year—Vernacular. 2nd year—Criminal Law. 1st year—Translation. Diploma—Science and Sanskrit. Special Set. 2.—Arithmetic. III.—Drawing. IV.—Vernacular. V.—Geography. VI.—Grammar and Composition. VII.—Religion. VIII.—A. & B.—English Text.	

Statement showing the number of boys following the different courses

CLASS.	Number of boys in Class.	SCIENCE AND CLASSICAL LANGUAGE.			VERNACLULAR.		ADMINISTRATION OR ADVANCED MATHEMATICS.	
		Science.	Classical Language.		Hindi.	Urdu.	Administration.	Advanced Mathematics.
			Sanskrit.	Persian.				
Post-Diploma Class 3rd year	2	.....	.....	.....	.....	.....	.....	.....
Do. do. 2nd year	1	.....	.....	.....	.....	.....	.....	.....
Do. do. 1st year	6	.....	.....	.....	.....	.....	.....	.....
Diploma Class	12	11	1	.....	*10	2	5	5
Class II	8	5	3	.....	8	.....	7	1
Class III	14	8	6	.....	12	2	.....	7
Class IV	10	6	4	.....	†10	.....	.....	.....
Class V	12	.....	.....	.....	11	1	.....	.....
Class VI	13	.....	.....	.....	10	3	.....	.....
Class VII	16	.....	.....	.....	†12	4	.....	.....
Class VIII A. & B.	14	.....	.....	.....	13	1	.....	.....
Total	108	30	14	.....	86	13	12	13.

* Includes { 1 Uriya.
... { 2 Marathi.

† Do. { 2 Gujrati.
... { 1 Uriya.

‡ Do. ... 1 Gujrati.

ANNEXURE K.

DIPLOMA EXAMINATION, 1921.

ENGLISH PROSE—WITH EDGED TOOLS.

1. Describe briefly in your own words *one* of the following:—

- (a) The first meeting between Jack Meredith and Guy O'scard.
- (b) The fight on the plateau on the day Meredith was relieved by O'scard and Durnovo.

2. What do you know of the geography of the part of Africa in which the scene of the story is laid?

or

Describe the road from Loango to the Simiacine plateau.

3. Which of the characters in the story do you admire most? Give reasons for your answer.

or

Discuss briefly the characters of Maurice Gordon and of Joseph.

4. What do you mean by diplomacy? How did Sir John Meredith use diplomacy in preventing his son from marrying Miss Chyne?

or

What do you mean by Nemesis? Show how Nemesis overtook Durnovo.

5. Write short notes on Lady Cantourne, Marie, Nestorius.

ENGLISH POETRY—MACBETH.

1. Write notes on any *three* of the following, and explain the context:—

(a)

But in these cases

We still have judgment here; that we but teach
Bloody instructions, which, being taught, return
To plague the inventor: this even-handed justice
Commends the ingredients of our poisoned chalice
To our lips. He's here in double trust;

(b)

Thou hast it now: King, Cawdor, Glamis, all,
As the weird women promised, and, I fear,
Thou play'st most foully for't: yet it was said
It should not stand in thy posterity,
But that myself should be the root and father
Of many Kings.

(c)

I dare not speak much further;
But cruel are the times, when we are traitors
And do not know ourselves, when we hold rumour
From what we fear, yet know not what we fear,
But float upon a wild and violent sea
Each way and move.

(d)

This tune goes manly.
Come, go we to the King; our power is ready;
Our lack is nothing but our leave: Macbeth
Is ripe for shaking, and the powers above
Put on their instruments. Receive what cheer you may:
The night is long that never finds the day.

- (e) That which hath made them drunk hath made me bold;
 What hath quench'd them hath given me fire. Hark ! Peace !
 It was the owl that shriek'd, the fatal bellman,
 Which gives the stern'st good-night. He is about it:
 The doors are open; and the surfeited grooms
 Do mock their charge with snores;

2. Describe the scene where (a) Banquo's ghost appear or (b) where Lady Macbeth walks in her sleep.

3. What prophecies did the three apparitions make and how were they fulfilled?

4. Give in your own words Lady Macbeth's description of her husband's character when she receives from him the letter describing his meeting with the witches.

or

How far do you consider that Lady Macbeth was responsible for the crimes committed by her husband.

5. Explain three of the following;—

- (a) Approach the chamber, and destroy your sight.
 With a new Gorgon.
- (b) And at the pit of Acheron.
 Meet me i' the morning.
- (c) My genius is rebuked; as, it is said,
 Mark Antony's was by Cæsar.
- (d) Then fly, false thanes,
 And mingle with the English epicures.
- (e) There's husbandry in heaven.
 There candles are all out,

or

What part does Malcolm play in the tragedy?

ESSAY AND GENERAL KNOWLEDGE.

1. Write an essay on one of the following:—

- (a) Ambition.
 (b) Naval Warfare.
 (c) Votes for Women.
 (d) Rivers.

2. Write a short letter to a young friend who is joining your College for the first time next term, giving him useful advice.

3. What is a Budget?

4. Write short notes on two of the following:—

- (a) Chamber of Princes.
 (b) Council of State.
 (c) Non-Cooperation.
 (d) Reserved and transferred subjects.

5. What do you know of:—

M. Briand, Emir Faisal, Lord Esher, Sir Percy Cox, Lord Allenby.

or

Describe briefly the present condition of Russia.

जब प्रसिद्ध जनरल वाशिंगटन (General Washington) प्रायः ६ वर्ष का था उसको किसी ने एक छोटी कुल्हाड़ी भेंट की, इस भेंट से प्रफुल्लित हो लड़का जो वस्तु राह में आई उसे काटता फिरा और बाग में जाने पर एक आम के पेड़ की छाल उतार-ढाली और उसे विलकुल नष्ट कर दिया.

जब उसके पिता ने इस पेड़ को (जो उसे प्रिय था) देखा उसने पूछताछ की कि यह दुष्टता किसने की और कहा कि मैं उस पेड़ का एक हजार रुपया भी न लेता परन्तु कोई भी उसे अपराधी को न बता सका। अन्त में अपने पुत्र से भेंट होने पर पूछा “क्या तू जानता है कि इस सुन्दर आम के पेड़ को किसने नष्ट किया”,

बालक ने पल भर हिचकिचा कर फिर उत्तर दिया “पिता आप जानते हो मैं झूठ नहीं बोल सकता इसका मैंने ही अपनी कुल्हाड़ी से नाश किया”। पिता ने इस निर्भय अंगीकार को सुनने पर कहा “मैं इस बात से प्रसन्न हूँ कि इसने पेड़ को मार डाला और कि अपने श्रेष्ठ व्यवहार से मुझे सौगुना बदला दिया”.

यह छोटा बालक पीछे एक बड़ा आदमी होगया.

TRANSLATION.

Translate Vernacular into English:—

جب نامی جنرل واشنگٹن (General Washington) قریب چھ سال کا تھا اوس کو کسی نے ایک بچھوٹی کلہاڑی انعام میں دی۔ اس انعام سے بہت خوش ہو کر لڑکا جو چیز راہ میں آئی اوتنے کاٹتا پھرا۔ اور باغ میں جانے پر ایک ام کے پیڑ کی چھال اتار ڈالی اور اوس کا بالکل تباہ کر دیا *

جب اوس کے باپ نے اوس پیڑ کو جو اوسے بہت پیارا تھا دیکھا تو دریافت کیا کہ یہ حرکت کس نے کی اور کہا کہ میں اس پیڑ کا ایک ہزار روپیہ بھی نہ لیتا۔ مگر کوئی بھی اوسے قصور وار نہ بتا سکا۔ آخر میں اپنے لڑکے سے ملنے پر پوچھا کیا تو جانتا ہے کہ اس عمدہ ام کے پیڑ کا کس نے تباہ کیا *

بچے نے ایک لمحہ ہچکچا کر جواب دیا اے باپ آپ جانتے ہیں کہ میں جھوٹ نہیں بول سکتا۔ اس کا میں نے ہی اپنی کلہاڑی سے تباہ کیا۔ باپ نے اس دلیرانہ اقرار کو سننے پر کہا کہ میں اس بات سے خوش ہوں کہ اس نے پیڑ کو ہلاک کر دیا۔ اور اپنی اعلیٰ طرز عمل سے منجھ سو گنا بدلہ دیا *

یہ چھوٹا لڑکا بعد میں ایک بڑا آدمی ہو گیا *

ENGLISH HISTORY.

(Only six questions to be attempted; of these at least two should be from each part.)

PART I.

- I. Why did first the Danes, and then the Normans come to England?
- II. Write down your ideas of the following:—
 - (i) A medieval Christian monk. (ii) A Crusader. (iii) A villein. (iv) A great feudal baron.
- III. Describe in any way you can, two of the following:—
 - (i) A medieval Parliament.
 - (ii) A Feudal Army.
 - (iii) An English Village in the Middle Ages.
 - (iv) A Medieval Town.
 - (v) The Journey of a pilgrim or Crusader from London to the Holy Land in the 13th century.
- IV. Show the importance of the voyages of discovery and exploration undertaken by the great English Seamen of the Tudor Period.
- V. Briefly review the struggle between King and Parliament in the 17th century, what was the final settlement?

PART II.

- VI. Give in broad outline the main features of the great struggle between England and France in the 18th century for mastery of the Seas and Overseas Empire.
- VII. Show how Mechanical Inventions completely revolutionised British Industry. How has India been affected by these changes?
- VIII. What great historical events have built up the present Union of South Africa?
- IX. Indicate the main changes introduced into the English Constitution during the reign of Queen Victoria.
- X. Write notes on the following:—
 - (i) Canning. (ii) Daniel O'Connell. (iii) Gladstone. (iv) Lord Kitchener.

INDIAN HISTORY.

(Not more than six questions to be attempted; of these at least two should be from each part of the paper.)

PART I.

- I. Give a concise account of Alexander the Great's invasion of India, and estimate the achievements of the Greeks afterwards.
- II. What are your ideas of Asoka (i) as a man, and (ii) as a great monarch?
- III. Write notes on the following:—(i) Sultan Firozshah Tughlak (ii) the Bahmani Dynasty (iii) the Jesuits in Mogul India (iv) Raja Birbal.
- IV. What are your impressions of Life at the Court of the Emperor Shahjahan?

PART II.

What were the causes of the failure of the French in India?

VI. What do you think are the salient features of the History of the East India Company in the 18th century?

VII. Show the importance of Sea Power in the History of India since 1760.

VIII. Write short notes on the following:—

- (i) Lord Cornwallis.
- (ii) Lord William Bentinck.
- (iii) Lord Curzon.
- (iv) Lord Sinha.

IX. What are the origins of the present settled policy of the Government of India towards Native States? What is the function of the Chamber of Princes?

GEOGRAPHY.

(Answer question (1) and any 5 questions from the remainder.)

1. Draw an outline map of India and mark on it:—

- (a) One railway connecting Bombay and Calcutta, giving its name and three important towns in it.
- (b) The chief areas where Jute and Cotton are grown.
- (c) Peshawar, Karachi, Delhi, Simla.

2. What are the chief imports and exports of India? Discuss the position of India as a manufacturing country.

3. What do you know of the Government of India under the Reforms Scheme?

4. Where are any five of the following and for what are they celebrated:—

Delhi, Baghdad, Verdun, Chicago, Vladivostok, St. Helena, Cairo?

5. Write an account of a voyage round the world starting from your College and following any route you like, but showing the chief seas and towns which you pass through and the railways which you use.

6. Draw an outline map of England marking on it the chief iron and coal fields. Of what importance are these to the prosperity of England?

7. Write short notes on the chief physical features, produce and government of Canada or of any South American State.

ARITHMETIC.

1. (a) Simplify $1\frac{1}{3} + \frac{\frac{1}{3} + \frac{1}{2} - \frac{1}{4}}{\frac{1}{3} - \frac{1}{2} \text{ of } \frac{1}{4}}$

(b) Multiply 2.465385 by 4.326498 so that the result may be correct to 5 decimal places.

2. A rectangular carpet is 18 feet long and has a border which is 2 feet in width. The area of the border alone is 120 square feet. Find the width of the carpet.

3. A, B and C can do a piece of work together in 10 days. A can do it alone in 25 days and B in 30 days. In what time can C do it?

4. Find the square root of 5 correct to 3 decimal places.

5. What is the present value of a legacy of £27,562-10-0 due 2 years hence at 5 per cent. compound interest?

6. A man invests £1,960 in 5 per cent. stock at 98. Later he sells out when the stock has risen to 100 and re-invests the proceeds in $4\frac{1}{2}$ per cent. stock at 80. What is the gain or loss to his annual income?

7. A dealer buys 100 horses at an average price of £10. Two die on the journey but the remainder arrive safely. Each horse costs him £5 a month to keep. At the end of the first month he sells 50 horses at an average price of £50 each. At the end of the second month he sells the remainder and makes a profit of £458 on the whole transaction. What is his average sale price for the remainder of the horses?

HINDI—PAPER 1.

N.B.—Answers must be in Hindi.

- I. State what you know of the author of the Ramacharitamansa, naming a few of his more important works.
- II. Narrate the story of Mahashweta.
- III. Explain in Hindi, referring to the context—

‘आचारवेत्ता महात्माओं ने यह नियम कर दिया है कि अतिथि आने पर यदि और कुछ न बन पड़े तो प्रेमपूर्ण अक्षरों की रसधारा ही मधुपर्क बनाना चाहिए, अभ्यागत की तृप्ति के लिये अपनी आत्मा को भी तृणवत् समझना चाहिए और यदि उस समय पाद्य और अर्घ्य के लिये जल न मिल सके तो आनन्दाश्रुओं से ही उस विधि का संपादन करना चाहिए’.

- IV. Construct sentences to illustrate the use of the following idiomatic expressions:—

“धूल भी साथ न लगी,” “छके छूट गये,” “सुरलोक सिधारे,”
“हाथ मांजा” and “बात की बात में भस्म कर दें”.

- V. Explain the following in Hindi, giving the context:—

(a) ‘कबहुं न छल परपंच चोरी मांहि चित्त लगाय हौं ।
करिहौ न पर अपवाद दीन दुखीन को न सताय हौं ॥
काहु समय कदुवचन मिथ्या वैन भूलि न भापिहौं ।
सब कष्ट सहि सब काल पर उपकार कर मन राखिहौं ॥’

(b) 'तरु पंछिन करि शब्द सुहावा । जनु चहुं दिसि जय घोस सुनावा ॥
जानि निकट कोसलपति आए । फूल वायुबस लता गिराये ॥'

(c) 'तोरऊं छत्रकदण्ड जिमि, तव प्रताप बल नाथ ।
जो न करुं प्रभुपद सपथ, कर न धरुं धनु भाय ॥'

1) 'घन घमंड नभ गरजत घोरा । प्रियाहीन डरपत मन मोरा ॥
दामिनि दमकि रह न घन माहीं । खल के प्रीति जथा थिर नाहीं ॥
वरषहिं जलद भूमि नियराये । जथा नवहिं बुध विद्या पाये ॥
बुंद अघात सहहिं गिरि कैसे । खल के वचन संत सह जैसे ॥'

2) 'जेइ बलि वांधि सहसभुज मारा । सोइ अवतरेउ हरन महिभारा ॥
तासु विरोध न कीजिय नाथा । काल करम जिव जाके हाथा ॥'

(a) Give the different meanings of the following:—

शकुनि, कृष्ण, भीम, नकुल, कर्ण, कीचक, जनक and दूषण.

(b) How many cases (कारक) are recognised in Hindi Grammar? Name them, and construct sentences to illustrate them.

(c) Expound the samasas in the following:—

प्रभुपदसपथ, कटुवचन, सहसभुज, प्रियाहीन and जलद.

(d) Give the Sanskrita equivalents for the following:—

विसेखा, रानी, बच्छ, सीस, गलानी, ग्वाल and सपना.

(e) Point out the tense, person and number of the following:—

गिराये, डरपत, कीजिय and धरऊं.

HINDI.—PAPER 2.

I. Translate into Hindi:—

The next morning, as we had agreed to, set out early to enjoy the fresh air, we repaired to the river-side, by sunrise and went on board a pleasure boat well carpeted, that waited for us; and, in less than an hour and a half, with six good rowers and the stream, we arrived at my country-house. When we went ashore, the two friends stopped to observe the beauty of the outside of my house, and to admire its advantageous situation for the prospects, which were neither too much limited nor too extensive, but such as made it very agreeable. Afterwards, we walked in the gardens, where what they were most taken with was a grove of orange and lemon-trees, loaded with fruits and flowers, which were planted at equal distances, and watered by a canal of fresh water, which was cut from a pleasant river just by. I led them to the end of the grove, which was very long and broad, where I showed them a wood of large trees which terminated my garden, and afterwards a summer-house open on all sides, shaded with a cluster of palm-trees, but not so as to spoil the prospect; then I invited them to walk in, and repose themselves on a sofa covered with carpets and cushions.

II. Write an essay in Hindi on any one of the following subjects:—

- Life of Shri Ramachandra.
- The worth of a good character.
- Prize-day at your College.

III. Rewrite neatly in Devanagari characters:-

अमरचंद वल्लभ के स्वरचंद को तब
 १- सशर्मा वल्लभ-नरेश्वर मुनि
 २- आगरा दलजा सुदई

गद्यस्वभाव
 गद्यस्वभाव मल्लभ- ज ताव आली गुजारि-हाल घट है कि
 ता. १४६१ ई. में स- १४६० ई. में मुदाइवे मेरी दुका-ने पांच भा
 पल्लभ के बतोर मराठों के लोग था जिला की किम-८०
 होने है इस माले की आज माह छे होने आर अन्दर इस
 अरसे के मैं कई आटमी बतोर तकाज के उल्फे ५१ मजे
 उल्फे आखरी तकाज के लोके से उल्फे रत फ साद नी किया
 निराली रिपोट वाजा बतोर मल्लभ के बतोर मे ता-८०
 वरी सल हाल मे दल- है और मुतागमा है कि उल्फे ब-
 वी अरुदावाद हो चुकी है और बह अब घर उठा कर जाने
 वाला है मुतागमे अब आपसे दल- कर उल्फे रबार
 है कि मुजब था- सजकुरा की किमत के ८० रु
 दार वसूल कराने का हुक्म कर माने ता. २००२ ई. में
 है।

आपका तबेदार अमरचंद वल्लभ के स्वरचंद वल्लभ को म
 १४६१-सशर्मा

I. Bring out clearly the meaning of the following extracts, explaining the words and phrases overlined:—

- (a) کیا مبارک سر زمین تھی کہ رنج و غم پاس آکر نہ پہنچتا تھا۔ نا عاقبت اندیشی انواع و اقسام کی نعمتیں انکے دسترخوان پر چن دیتی تھی۔ کھیل کود کے خلعت گراں بہا زیب تن خوشی کا تاج سر پر لگائے ہوئے راہر اودھر پہرتے تھے۔ بغض و حسد کا گذر نہ تھا۔ فکر معیشت کا پتا نہ تھا دولت و عسرت کا امتیاز نہ تھا نخوت و غیبت کا نام نہ تھا *۔
- (b) ہر چنڈ کارخانہ قدرت الہی کی عظمت اور شان فہم بشر سے خارج ہے مگر جس طریق پر میں نے اجمالاً بیان کیا اگر کوئی آدمی متواتر اور متصل مدتوں تک غور کرتا رہے تو ضرور اوسکے دل میں اپنی بے حقیقتی اور در ماندگی اور بے وقعتی کا یقین پیدا ہوگا جس کو میں دینداری کی بنیاد یا تمہد سمجھتا ہوں *۔

- (c) خردمند سن کو تازہ مارکز رویا اور عرض کیا غلام کو آپ کے تصدق و سلامتی سے ہمیشہ بادشاہت میسر ہے لیکن جہاں پناہ کی یک بیک گوشہ گیری سے تمام ملک میں تھلکہ برپا ہے اگر اس خانہ زاد موروثی کو بھی معرم اس راز کا کیجئے تو بہتر ہے جو کچھ عقل ناقص میں آوے عرض کرے *

- (d) دنیاے دنی کو نقش فانی سمجھو
رو داد جہاں کو اکت کھانی سمجھو
پر جب کرو آغاز کڑی کام پڑا
ہر سانس کو عمر جاودانی سمجھو

- (e) پڑتا ہے جس غریب پہ رنج و مکن کا بار
مایوس ہوئے ہیں انسان گناہگار
کرتا ہے اوس کو صبر عطا آپ کردگار
یہ جانتے نہیں وہ ہے دانائے روزگار
انسان اوسکی راہ میں ثابت قدم رہے
گردن دھی ہے امرضا میں جو خم رہے

- (f) چمکنے والے مسافر! عجب یہ بستی ہے
اجل ہے لاکھوں ستاروں کی رک ولادت مہر
جواوچ ایک کا ہے دوسرے کی پستی ہے
وداع غنچہ میں ہے راز آفرینش گل
فنا کی نیند مٹی زندگی کی مستی ہے
سکون محال ہے قدرت کے کارخانے میں
عدم عدم ہے کہ آئینہ دار ہستی ہے
ثبات ایک تغیر کو ہے زمانہ میں

II. Give the meaning of the following Quatrain and explain the beauties of the words overlined:—

- ممكن نہیں عید سے عبادت تیری
خلق و کرم و عطا ہے عادت تیری
صکرا صکرا ہیں گو کہ عصیاں میرے
دریا دریا مگر ہے رحمت تیری

III. Give the meaning of the following idiomatic expressions and frame short sentences.

(a) دن عید رات شہرت

(b) زمین آسمان کے

(c) بچوں جھانکنا

(d) آنکھیں چرا جانا

IV. Write short notes on the lives of سودا and حالی

V. Explain the following terms and illustrate them:—

(a) مضاف—مضاف الیہ

(b) ضرورتِ معروف و مجهول

(c) فعل لازمی و متعدی

VI. Parse each word in the following verse:—

طفل اشک زبسا گرا دامن مژگان چہرہ گر

VII. Analyse—

ایہ کمال اپنا جتا دیتا ہے اکثر جو ظرف کہ خالی ہے صدر دیتا ہے اکثر

URDU.—PAPER 2.

I. Translate the following passages into idiomatic Urdu:—

(a) Jeer not at others upon any occasion. If they be foolish, God hath denied them understanding; if they be vicious, you ought to pity and not revile them; if deformed, God framed their bodies; and will you scorn His workmanship? Are you wiser than your Creator? If poor, poverty was designed for a motive to charity, not to contempt; you cannot see what charities they have within. Especially do not despise your aged parents if they be come to their second childhood, and be not so wise as formerly; they are yet your parents—your duty is not diminished.

(b) Charity is a universal duty, which it is in every man's power sometimes to practice; since every degree of assistance given to another upon proper motives, is an act of charity; and there is scarcely any man in such a state of imbecility as that he may not, on some occasions, benefit his neighbour. He that cannot relieve the poor, may instruct the ignorant; and he that cannot attend the sick may reclaim the vicious.

II. Write an essay on any one of the following subjects, not exceeding two pages your answer book:—

(1) Punctuality.

(2) Cleanliness.

(3) Contentment.

III. Write the following in Nastalique: -

گوراشی ہر لافدوی نے ۱۹۱۹ء میں مبلغ یک لاکھ روپیہ ملاط ترقی اراضی
سہولت قرضی لے کر اقل کر لیا تھا۔ لاکھ رقم مذکور اس سود و سادہ اقساط سے پانچ سال
تک ادا کر دینے کا یہ سید ہے کہ ایک قسط سالانہ شدت سے مع سہولت قبل ادا کی ہو
اس سال کے قسط پانچ یکم جولائی سے حال واجب لاکھ ہوگی۔ علاوہ اس سالانہ شدت
مبلغ صد روپیہ تقاض فرمیشی اور دیگر زرعتی ضرورت اسے دے گا اور یہ قرض دیتا تھا۔ حد
یکم اکتوبر سے حال واجب لاکھ ہوگا۔ مگر وہ خشک سالی اور فصلوں کے ضائع ہونے کے واسطے
فدوی نہایت زریار اور تنگدست ہو حالت میں ہے اور بجز اسکے دہانہ حصہ دلائی یا
بیشتر کو فروخت کے اور کو صورت کے حلال قیامت صدر کی نظر میں آتی۔ لہذا درخواست
ہو گئی کہ اسے کرشمہ دلائی ہو لاکھ اوجہات مندرجہ صدر ہر قرضوں کا مطالبہ ایک سال
لے ملتو فرمایا جائے۔ واجب تھا عرض کیا۔ فقط مؤقف ۲۲۔ فروری ۱۹۲۱ء

نستعلیق میں لکھنا
مستند

III. Give the meaning of the following idiomatic expressions and frame short sentences illustrating their use:—

(a) دن عید رات شبرات

(b) زمین آسمان کے قلابے ملانا

(c) بغلیں جھانکنا

(d) آنکھیں چرا جانا

IV. Write short notes on the lives of حالی and سودا

V. Explain the following terms and illustrate them:—

(a) مضاف—مضاف الیہ

(b) مررت معروف و مجهول

(c) فعل لازمی و متعدی

VI. Parse each words in the following verse:—

طفل اشک ایسا گرا دامن مڑگاں چہرہ گرا

VII. Analyse:—

کم مایہ کمال اپنا جتا دیتا ہے اکثر جو ظرف کہ خالی ہے صدا دیتا ہے اکثر

URDU.—PAPER 2.

I. Translate the following passages into idiomatic Urdu:—

(a) Jeer not at others upon any occasion. If they be foolish, God hath denied them understanding; if they be vicious, you ought to pity and not revile them; if deformed, God framed their bodies; and will you scorn His workmanship? Are you wiser than your Creator? If poor, poverty was designed for a motive to charity, not to contempt; you cannot see what charities they have within. Especially do not despise your aged parents if they be come to their second childhood, and be not so wise as formerly; they are yet your parents—your duty is not diminished.

(b) Charity is a universal duty, which it is in every man's power sometimes to practice; since every degree of assistance given to another upon proper motives, is an act of charity; and there is scarcely any man in such a state of imbecility as that he may not, on some occasions, benefit his neighbour. He that cannot relieve the poor, may instruct the ignorant; and he that cannot attend the sick may reclaim the vicious.

II. Write an essay on any one of the following subjects, not exceeding two pages of your answer book:—

(1) Punctuality.

(2) Cleanliness.

(3) Contentment.

جایکے

گورنمنٹ ہلالِ فدوی نے ۱۹۱۹ء میں مبلغ یک لاکھ روپیہ ملاطہ ترقی اہلِ اضیٰ
 سرکارے قرضی رکھ کر اقرار کیا تھا۔ لاکھ رقم مذکور کا سود ۱۵ سالہ قسط سے پانچ سالہ
 قسطوں میں ادا کر دینا ہے۔ ایک قسط سا گزشتہ سال سے مع سہ ماہیہ قبلہ ادا کی گئی
 اس سال کے سر قسط تاریخ یکم جولائی ہے۔ حالِ واجبہ ملاطہ ہوگی۔ علاوہ اس سا گزشتہ سال
 مبلغ ۵۰ صد روپیہ تقاضا فرمایا گیا۔ اور دیگر سہ ماہیہ ضرورتاً اس سال اور بعد قرضیہ تھا۔ حتم
 یکم اکتوبر تک ملاطہ واجبہ ملاطہ ہوگا۔ اگر وہ نہ ہوگا۔ اس کی اور ضلوع سے ضائع ہوئے۔ اس سال
 فدوی نہایت زریار اور تنگدست رہا۔ حالتِ بے بسی اور بجز اسکے اپنے حصہ و ملاضی یا
 بیشتر کو فروخت نہ کرے اور کوٹھڑی کے خلاف قوتِ صدر کی نظر پر آئے۔ لہذا در خواست
 ہوا گزشتہ سال کے کرٹید و ملاطہ لاکھ روپیہ جہاں سے مندرجہ صدر ہر مقرر قرض کا مطالبہ ایک سال
 کے لئے ملتو فرمایا تھا۔ ملاطہ سے تھکا۔ عرض کیا۔ فقہی مؤقف ۲۲۔ فروری ۱۹۲۱ء

دیپالپور میں
 دیپالپور میں
 دیپالپور میں

SCIENCE.

1. A solid weighs 25.423 grms in air, 21.623 grms in water and 22.850 grms in another liquid. What is the density of the liquid relative to that of water? Give reasons for your method.
2. Ice is placed in a glass vessel and heated, a thermometer being inserted in the ice. Describe what happens.
3. What are the laws of refraction and how would you prove them experimentally?
4. Describe an electroscope. If you are given a negatively charged electroscope and slowly bring near it a body strongly charged with positive electricity, what will happen and why?
5. What do you understand by—
 (1) Chemical change.
 (2) Physical change?

If two substances are mixed together how would you ascertain whether a chemical change has taken place?

6. Write an account of any experiments which you have seen for determining the composition of the air.
7. Define the terms (i) element, (ii) compound (iii) mixture and give two examples of each.

SANSKRIT.
PAPER No. 1.

I. Translate into English:—

- (a) अस्ति कश्चिदेवंभूतो विद्वान् यो मम पुत्राणां नित्यमुन्मार्गगामिनामनधि-
गतशस्त्राणामिदानीं नीतिशास्त्रोपदेशेन पुनर्जन्म कारयितुं समर्थः । यतः

काचः काञ्चनसंसर्गाद्धत्ते मारकतीं द्युतिम् ।

तथा सत्सन्निधानेन मूर्खो याति प्रवीणताम् ॥

उक्तं च

हीयते हि मतिस्तात हीनैः सह समागमात् ।

समैश्च समतामेति विशिष्टैश्च विशिष्टताम् ॥

- (b) त्वमेव किञ्च मामनुसरसि ? संप्रति त्वं तुरगाधिरूढोऽस्यहं गजाधिरूढो-
ऽस्मि त्वमप्यस्त्राणि धारस्यहमप्यस्त्राणि धारयामि तदिदानीं प्रहारसमये
क वचनवैचित्र्याणामवकाशः । राजा साश्चर्यं सैनिकान् प्रत्याह । रे रे
सैनिका मल्लदेवं धृत्वा मे दत्त ॥

- (c) सा तैः परिहृताऽगच्छत्समीपं राजवेश्मनः ।

तां प्रासादगताऽपश्यद्राजमाता जनैर्हृताम् ॥

धात्रीमुवाच गच्छेन्नामानयेह ममान्तिकम् ।

जनेन क्लिश्यते बाला दुःखिता शरणार्थिनी ॥

- (d) मुहुरुत्पतते बाला मुहुः पतति विह्वला ।

मुहुरालीयते भीता मुहुः क्रोशति रोदिति ॥

अतीव शोकसन्तप्ता मुहुर्निःश्वस्य विह्वला ।

उवाच भैमी निःश्वस्य रोदमाना पतिव्रता ॥

II. Dissolve the compounds:—

अनधिगतशस्त्राणाम्, वचनवैचित्र्याणाम्, राजवेश्मनः, अतीवशोकसन्तप्ता.

III. Turn the following from the active into the passive construction or vice versa:—

त्वमेव किञ्च मामनुसरसि, जनेन क्लिश्यते बाला, तां राजमाता अपश्यत्.

IV. Correct the following sentences:—

अहं न जानाति, सः तत्र गच्छति, सा रोदमानउवाच, कुत्र गता मे मित्राणि.

V. Decline यद् (neuter gender), बाला, मातु, युष्मद् and चेतस्.

VI. Write in all persons and numbers the potential of गम्, the imperfect of पठ्, the imperative of भू, and the present of मुञ्च्.

Translate into English:—

- (a) न्वाय्यात् पथः प्रविचलन्ति पदं न धीराः ।
 (b) कोऽतिभारः समर्थानां किं दूरं व्यवसायिनाम् ।
 को विदेशः सविद्यानां कः परः प्रियवादिनाम् ॥
 (c) पाणिर्दानेन शोभते न तु कङ्कणेन ।
 (d) सत्यमेव व्रतं यस्य दया दीनेषु सर्वदा ।
 कामक्रोधौ वशे यस्य स साधुः कथ्यते बुधैः ॥
 (e) पादपानां भयं वातात् पद्मानां शिशिराद् भयम् ।
 पर्वतानां भयं वज्रात् साधूनां दुर्जनाद् भयम् ॥

Translate into Sanskrit:—

- (a) I told him to count the fruits five times.
 (b) We should get up in the morning and study poetry.
 (c) I am helpless; I have no friends. Please protect me.
 (d) These two ladies go to the temple every day.
 (e) Do you remember our residence in Benares on the banks of the holy Ganges?
 (f) He was the best of all teachers: his students looked upon him as their father

PERSIAN.—PAPER I.

I. Translate the following passages in your vernacular:—

(a) خربوزه و انبه و دیگر میوه ها در آگه و نواحی آن خوب می شود-غایه از همه میوه ها مرابه انبه میل تمام است-در ایام دولت حضرت عرش آشیانی اکثر میوه های ولایت که در هند نه بود بهم رسید-اقسام انگورها از صاحبی و حبشی و کشمش در شهر های مقرر شائع گشت چنانچه در بازار های لاهور در موسم انگور آن مقدار که خواهند از هر قسم و هر جنس بهم می رسد*

(b) چندین چیز بهترین اعمال است-رو و ندادن ب مردم بد-فرنجیدن به عدم حصول مقصد-فرنجانیدن مردم خوب مزاج-نخواستن با کمال احتیاج-صحبت داشتن با اهل معاد-جستجو کردن قبالان با استعداد-بار ندادن پیش خود به مردم جهال-دادن به ارباب استحقاق-به قدر توفیق پیش از سوال*

(c) سلمان ساوجی شاعر فصیح و سخن گوی بلیغ است و در سلاست عبارات و دقت استعارات ب نظیر افتاده است و در جواب استاذان قضاوت دارند و بعضی از اصل خوب تر- و بعضی برابر-و و را معانی خاصه بسیار است*

II. Explain the meaning of the following into your vernacular adding explanatory notes on the overlined words and phrases:—

دھقانے جہت ذخیرہ مقدارے غلہ بہ انبارے نہادہ بود۔ و ابواب تصرف دران مسدود گردانیدہ تا روزیکہ احتیاج بغایت و ضرورت بہ نہایت رسد ازان فائدہ تواند گرفت۔ تضاراً موشے کہ از غایت شرہ خواستے کہ دانہ از خرمن ماہ دزدن۔ و خوشے پروین از مزینہ آسمان بہ چنگال حرص در ریاد۔ بدوستہ در زیر زمین از ہر طرف تقم زدے و بدادان خارا شکاف ہر جانبہ حفرے دیدے *

III. Explain the meaning of the following verses in your vernacular and add explanatory notes on the overlined words and phrases:—

(a)

حسن اخلاق از خردمندان توان کردن طلب خر بود آنکو ادب جویان بسوے خر بود
بے خرد را عیب نتوان کرد در ترک ادب عیب نبود مور ہر تخت سلیمان گر بود
(b) پند مژدہ را سایہ بر سر تن غبارش بیغشاں و خاکش مکن
ندانی چہ بودش فروماندہ سخت بود تازہ بے یخ ہرگز درخت
چو بینی یتیم سر افکندہ پیش مدہ بوسہ بر روے فرزند خویش

(c)

تسلیم شو گر اہل تمیزی کہ عارفان بردند گنج عافیت از گنج صابری
فرزند بندہ ایست خدا را غمش مخور تو کیستی کہ بہ ز خدا بندہ پروزی
گر مقبل است گنج سعادت برائے اوست و رہمدار است رنج زیادت چہ می بری

IV. Write brief notes in Persian on any three of the Indian animals described by Babar in his Tuzuk.

V. Write brief notes on the lives of Jami and Khusrô.

VI. Make تصغیر اسم from the following nouns:—

دختر۔ ششک۔ نامہ۔ مرد۔ باغ۔ در

VII. Define and illustrate various kinds of اضافت

VIII. Analyse according to Persian Grammar:—

گر خرد یار تست ابن یمین ! بر طرب نہ بنائے کارت را

PERSIAN.—PAPER II,

I. Translate the following into English:—

سکینہ خالم۔ گل صباح ! هیچ خبر داری کہ این بے حیا زن برادرم بسرمن چہ میاورد؟

گل صباح۔ خیر خانم از کجا خبر دارم؟

سکینہ خانم۔ نزد حاکم شرع آدم فرستادہ پیغام کردہ است۔ پولہائیکہ از برادرم در پیش او امانت است بمن نہ دہد۔ با من ادعا دارد کہ باید پولہا بہ او برسد۔ ترا بخدا گل صباح ! ہمچو کارے ہم در دنیا شدنی است؟ من نمی دانم در پیش خدا چہ گناہی کردہ ام۔ ہمیشہ اسباب فراہم می آید برائے آلکہ بخت من بستہ شود *

گل صباح۔ خانم ! برائے چہ ہمچو خیال ہا را منی کنی؟ بخت تو چرا بستہ می شود مگر زن برادرت در ارت حق ندارد؟

سکینه خانم—خیر—چه حق دارد؟ زن عقدی نبود که ارث ببرد—اولاد هم ندارد که شریک میراث بشود—اما نمی دانم بچه مدعی شده است*

II. Translate into Persian:—

Ali Baba was a poor man who lived with his wife in a town in Persia, and one day he went into the forest to cut some firewood. He saw a band of forty thieves, and climbed into a tree and hid himself. The tree grew besides a great rock, and forty thieves came to this rock and cried:—"Open, Sesame!"

A door opened leading into a cave, and the forty thieves went in and placed there the gold and silver they had stolen. Then they came out and cried:—"Shut Sesame!"

Then the cave closed up, and they rode away. Ali Baba then came down from the tree, and cried:—"Open, Sesame!"

Again the cave opened, and he entered, and found himself in a sort of treasure-house, stored with sacks of gold and silver; and seeing that it had all been stolen, Ali Baba seized as many sacks as he could carry, and took them home.

LAW.

Answer any ten of the following questions:—

I. (a) Define:—

"Customary Laws", "Procedure", "Classification", "Defination", "General Laws" and "Local Laws".

(b) By whom are laws made in India and England respectively and how?

II. Name all the offences:—

- (a) against property.
- (b) against the State.
- (c) affecting the mind.

III. What are the common ingredients of the following offences and what are their distinguishing features:—

- (i) "using criminal force" and "assault".
- (ii) "Assault" and "simple hurt".
- (iii) "Simple hurt" and "greivous hurt".
- (iv) "Criminal misappropriation" and "criminal breach of trust".

IV. Explain the terms noted below:—

- (1) "Parliament" and "A Council".
- (2) "Stolen property" and "Dishonestly receiving stolen property".
- (3) "Case for the prosecution" and "Defence".
- (4) "Preliminary enquiry" and "Trial".

V. In what cases does the right of private defence of property extend to killing of wrong doer?

VI. Name of all the Criminal Courts of different grades in British India and state what are their respective powers.

VII. State the principles on which some specified offences have been made triable by the Court of Sessions and First Class Magistrates while the others are triable by any Magistrate.

VIII. Enumerate in detail the other duties which a First Class Magistrate has to discharge besides the actual trial of offences.

IX. What procedure should be adopted in case of non-attendance, in obedience to summons by:—

- (a) Defendant.
- (b) Accused.
- (c) Witnesses in Civil case.
- (d) Witnesses in Criminal case.

X. Is adoption in the following instances valid or invalid. State briefly the principle of Hindu Law in support of your view:—

- (1) A Rajput of Ajmer District adopts his distant Sagotra relation in preference to his Cousin's son.
- (2) A Brahman widow of Cawnpore adopts a boy without any authority from her husband but with the consent of her father-in-law.
- (3) A Rajput dies leaving two widows authorized to adopt a son. The younger widow adopted a son on 1st January 1920 and the elder widow adopted another son on 15th March 1920.
- (4) A Brahman of Poona adopted his sister's grandson.
- (5) An Agarwal Mahajan of Jodhpur adopted his wife's brother's son.
- (6) A Mahajan of Ajmer adopted his mother's sister's son.
- (7) A Sudra of Agra adopted his daughter's son.
- (8) A Chowbe of Muttra adopted an orphan.

XI. For what purposes can a Hindu widow dispose of the property inherited by her from her husband?

XII. Is the property acquired by a Hindu woman under the circumstances noted below her *Stridhan*:—

- (a) A house given to a wife by her husband.
- (b) Property present received by a woman of Madras from her husband's friend on the occasion of the marriage of the friend's son.
- (c) A share obtained by a woman on partition.
- (d) A property inherited by a woman.

N. B.—In connection with the illustrations (c) and (d) above; the answer should be with reference to all the Schools of Hindu Law.

XIII. Explain the following terms:—

"*Pradls*", "*Ijama-i-Ummat*", "*Kayas*", "*Customary dower*", "*Gift*" and "*Wakfs*".

XIV. Explain and illustrate the dictum that "the entire Muhammadan Law is a personal Law".

XV. (a) In what respect does Muhammadan marriage differ from Hindu marriage?

(b) How does a Shiah marriage differ in observance of special ceremonies from that of a Sunni marriage?

(c) What is necessary for valid divorce according to the Shiah School of Muhammadan Law in contrast with the Sunni Law?

XVI. (a) How may a *will* be made by a Muhammadan?

(b) What *wills* would be regarded unlawful and invalid under Muhammadan Law and to what extent?

LAND REVENUE AND SURVEYING.

1. What do you understand by the terms:—

- (a) Major.
- (b) Minor.
- (c) Miscellaneous heads?

2. In what way can a State avoid difficulties which attend advances of taccāyi and its recovery?

3. If both *Kharif* and *rabi* harvests fail in a year, what action should a State take as regards its revenue in the case of (a) Zemindari Settlement (b) Ryotwari Settlement.

4. Mention the general principles on which the selection of sites for construction of tanks should be based?

5. Explain Khasra Girdawari and the objects with which it is prepared?

6. What is the difference between a diary and an order book?

7. How many classes are there of rent-free tenures in the Ajmer District and how do they differ from each other?

8. Draw a plan of the field from the following measurements, on scale 100 links = one inch?

Links.		
	O E	
	700	
	600	150 to D
To F 350	500	
	350	250 to C
To G 250	150	
	100	200 to B
	O A	

GEOMETRY.

1. Prove that if two sides of a triangle are equal the angles opposite these sides are equal.

2. A B C is an isosceles triangle having A B equal to A C. The lines bisecting the angles at B and C meet at O. Prove that O A bisects the angle B A C.

3. Prove that equal triangles in the same base have the same altitude.

4. Prove geometrically the truth of the algebraic identity $(a+b)^2 = a^2 + 2ab$.

5. Prove that if a straight line is divided into 3 equal parts, the square on the whole line is equal to the sums of the squares on the three parts together with twice the rectangles contained by these parts.

6. Prove that chords which are equidistant from the centre of a circle are equal to one another.

7. Two circles with centres at A and B intersect at C and D. A straight line M C N is drawn terminated by the circumferences at M and N. If M A and N B intersect at O, prove that the angle M O N is equal to the angle A O B.

8. Prove that in any right angled triangle the perpendicular to the hypotenuse from the opposite vertex divides the triangle into two triangles which are similar to the whole triangle and to one another.

ALGEBRA.

1. Resolve into factors—

(a) $x^2 y^2 - 4xy + 4$

(b) $a^2 - ab + ac - bc$

2. Simplify $\frac{x^2 + y^2}{x^2 - y^2} - \frac{x^2 - y^2}{x^2 + y^2}$
 $\frac{x+y}{x-y} - \frac{x-y}{x+y}$

3. Solve the following equations—

(a) $3(2x-1) + 2(3x-2) + 3 = 4(x-5).$

(b) $3x - 2y + z = 2$

$2x + 3y - z = 5$

$x + y + z = 6$

4. Solve the following equation graphically and verify your result by Algebra:—

$2x + y = 0; \frac{1}{2}y - 3x = 8.$

5. A's age is 6 times B's, and fifteen years hence A will be three times as old as B. Find their ages.

6. Find the H. C. F. and L. C. M. of—

$a^2 - 5a + 6; a^2 - 4; a^2 - 3a - 2.$

7. I buy a number of footballs for £10. Had they cost two shillings apiece less, I should have had five more for the money. Find the cost of each.

RESULTS
OF ALL THE
CHIEFS' COLLEGES.

ANNEXURE

Chiefs' Colleges Diploma

NAME.	ENGLISH.							HISTORY AND GEOGRAPHY.				VERNACULAR.			ALTERNATIVE				
	English Prose.	English Poetry.	Essay and General Knowledge.	Oral Examination.	Translation, Vernacular into English.	Total.	English History.	Indian History.	Geography.	Total.	Text and Grammar.	Translation, Composition and petition reading.	Total.	Arithmetic.	Administration.				
															Law.	Land Revenue and Surveying.	Total.		
Maximum marks	50	50	50	50	25	225	50	50	50	150	25	25	50	50	50	50	50	150	
Distinction marks	150	67	
First Division	
Second Division	75	45	15	15	30	
Third Division and Pass	
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
MAYO COLLEGE, AJMER.																			
Kanwar Mussoorie Shamsheer Jang of Nepal	41	40	41	50	8	193	30	27	39	96	11	12	23	31	43	33	75		
Thakur Amar Singh of Mori Marwar	21	20	23	33	10	107	7	18	29	54	9	16	25	20	32	38	70		
Rajkumar Ajit Shatru Singh of Sailana, Central India	35	36	33	38	16	158	21	25	47	93	12	14	26	44	...	...	...
Thakur Man Mahipal Singh of Namli, Rutlam, Central India	28	20	28	27	10	119	14	22	35	71	16	15	31	20	...	...	...
Raja Kishore Chandra Mardraj Hari Chandra of Jalgaon, Orissa	39	33	26	23	3	124	14	21	31	66	13	11	24	15	27	31	58		
Rao Sajjan Singh of Kundla, Jhalawar	19	22	29	18	8	96	17	21	36	74	18	18	36	15	...	...	...
Kanwar Ripusudan Singh of Semlia, Sailana, Central India	22	21	21	20	11	95	14	25	25	61	16	14	30	19	...	...	...
Sahibzada Mir Nasiruddin of Surat	32	30	3	33	14	132	10	22	40	72	10	11	21	32	...	...	...
Kanwar Pratap Singh of Bandra, Newar	16	14	23	32	8	93	15	21	37	73	10	17	27	23	21	35	56		
Sahibzada Mir Ghulam of Surat	16	18	18	27	5	84	10	17	30	57	9	9	15	15	18	26	44		
Raja Sukhdeo Singh of Poonch, Kashmir	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
AITCHISON COLLEGE, LAHORE.																			
Sayad Mubarik Ali Shah of Shahjwara, Jhang	19	24	27	16	18	103	17	18	37	72	15	14	29	44	23	26	40		
Nawab Niamat Ali Khan of Karnal	24	25	30	21	9	109	15	16	22	53	9	12	21	37	...	...	...
Sardar Tara Singh of Wadala, Sialkot	17	16	19	18	6	76	15	18	19	52	6	9	15	28	...	...	...
Sardar Rupindra Singh of Ghanauli, Ambala	15	21	13	16	8	73	2	12	17	31	7	9	16	50	...	...	...
Sardar Jalal-ud-Din of Rujhan, Dera Ghazi Khan	16	13	18	20	2	69	9	16	24	49	5	11	16	29	...	...	...
Sheikh Ashiq Husain Quraishi of Multan	12	13	15	26	2	68	2	14	27	43	10	12	22	29	17	20	37		
Malik Rabnawaz Khan of Hadali, Shahpur	29	21	19	31	12	112	13	17	9	39	12	11	23	23	18	17	35		
Raja Naurang Singh of Salandgri Kangra	8	7	10	16	3	44	3	14	33	50	11	8	19	30	17	29	46		
Tika Jagtar Singh, Sodhi of Anandpur, Hoshiarpur	25	21	22	28	9	105	12	16	24	52	10	10	20	32	27	30	57		
Pir Sayad Qalandar Hussain Shah of Jahanian Shah, Shahpur	17	16	15	20	8	76	15	13	17	45	10	10	20	35	17	18	35		
Kaka Karam Singh of Guruharsahai, Ferozepur	28	30	22	28	15	123	10	9	15	34	5	9	14	33	...	...	...
Sardar Raghubir Singh of Manakmajra, Ambala	17	12	18	21	5	73	9	13	28	50	4	10	14	14	20	29	45		
Mian Ghias-su-Din of Lahore	23	21	22	40	10	116	17	18	20	55	12	14	26	27	23	18	41		

L.

Examination for 1921

SUBJECTS.			OPTIONAL SUBJECTS.									Grand Total.	ALTERNATIVE AND OPTIONAL SUBJECTS. P.—Persian. Sk.—Sanskrit. U.—Urdu. H.—Hindi. G.—Gujarati. M.—Marathi. T.—Telugu Ua.—Uriya. Ad.—Administration. Math.—Mathematics. Sc.—Science. D.—Drawing.	REMARKS.
Mathematics.			Science.			Classical Language			Drawing					
Geometry.	Algebra.	Total.	Science paper.	Science practical.	Total.	Text and Grammar	Translation.	Total.	Drawing.	Geometrical Drawing	Total.			
50	50	100	50	25	75	50	25	75	50	25	75	650		
...	...	67	...	...	50	...	...	50	...	...	50	...	435	
...	...	...	...	...	...	...	...	...	...	...	...	325		
...	...	30	...	...	23	...	...	23	...	...	23	217		
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	34	20	54	...	...	...	...	...	...	461	Sc. H., Ad.	Passed. First. English Administration, and Science
...	...	...	30	22	42	...	...	...	...	...	...	318	Sc. H., Ad.	Passed. Third.
32	50	82	48	20	68	...	...	...	...	...	...	471	Sc. H., Math.	Passed. First. English, Arithmetic, Mathematics and Science.
32	28	60	33	20	53	...	...	...	...	...	...	354	Sc., H., Math.	Passed. Second. Science.
...	...	...	33	15	48	...	...	...	...	...	...	335	Sc., U., Ad.	Passed. Second.
30	21	60	34	17	51	...	...	...	...	...	...	332	Sc., H., Math.	Passed. Second.
20	28	57	...	...	...	36	16	52	...	...	...	317	Sk., H., Math.	Passed. Third.
24	35	59	31	23	56	...	...	...	...	...	...	372	Sc., U., Math.	Passed. Second. Science.
...	...	...	23	18	41	...	...	...	...	...	...	313	Sc. H., Ad.	Passed. Third.
...	...	...	23	15	38	...	...	...	...	...	...	253	Sc., U., Ad.	Passed. Third.
...	...	...	...	...	...	...	...	...	...	...	...	...	Sc. H., Ad.	Absent.
...	...	...	...	...	...	25	13	38	...	...	...	336	P., U., Ad.	Passed. Second. Arithmetic.
26	33	59	...	...	...	19	13	32	...	...	...	311	P., U., Math.	Passed. Third.
18	33	51	...	...	...	...	...	...	20	19	39	261	D., U., Math.	Passed. Third.
43	40	92	37	25	62	...	...	...	...	...	...	324	Sc., U., Math.	Failed.
23	20	57	...	...	...	...	...	...	35	15	50	270	D., U., Math.	Failed.
...	...	...	...	...	...	14	11	25	...	...	...	224	P., U., Ad.	Failed.
...	...	...	...	...	...	10	12	31	...	...	...	263	P., U., Ad.	Failed.
...	...	...	...	...	...	8	7	15	...	...	...	210	Sk., H., Ad.	Failed.
...	...	...	12	20	32	...	...	...	...	...	...	298	Sc., U., Ad.	Passed. Third.
...	...	...	...	...	...	20	10	30	...	...	...	241	P., U., Ad.	Passed. Third.
33	24	57	18	9	27	...	...	...	...	...	...	288	Sc., U., Math.	Failed.
...	...	...	27	20	47	...	...	...	...	...	...	247	Sc., U., Ad.	Failed.
...	...	...	...	...	...	20	14	34	...	...	...	399	P., U., Ad.	Passed. Second.

[N. B.—Candidates placed in the Third Division are not entitled to gain distinction in any subject.]

ANNEXURE L.-(a)

Chiefs' Colleges Higher Diploma Examination 1921.

66

No.	NAME.	Maximum Marks ...	Pass Marks ...	English.		History.	Adminis- tration.	Total.		REMARKS.
				710	237			710	1,120		2,840	1,184
Mayo College Ajmer,										
	Kanwar Jagat Shamsher Jang of Nepal ...	...	...	...	423	137	929	1,799	1,799	Passed.
2	Thakur Sultan Singh of Palwa Alwar ...	...	...	...	305	387	1,001	1,696	1,696	Passed.

ANNEXURE M.

Report on the Mayo College, Ajmer.

Inspected 15th and 16th March 1921.

Buildings and Equipment.—The buildings and equipment leave little to be desired and call for no special remarks. A certain amount of inconvenience arises from the fact that the lower school is held at Colvin House, which is some distance from the main building, but this is unavoidable.

Staff.—The College has a very strong staff containing as it does, four Englishmen in addition to the Principal, whilst several members of the Indian staff impressed us as being very well qualified and efficient.

Finance.—The recent increase in salaries of the European staff and the necessity which exists for improving the pay and prospects of the Indian teaching and subordinate staff has placed the college in a difficult position financially. We understand that the matter is receiving the attention of the College Council.

INSTRUCTION.

English.—A high standard of English is maintained throughout the College, culminating in a high average of work at the diploma examination.

The method of teaching and the selection of text-books are good, and due attention is paid to written work. No general criticisms are called for.

The younger pupils are extremely keen, and the majority of the Kumars in the highest class have acquired a sound working knowledge of English, free from most of the common faults which characterise the English of ordinary Anglo-Vernacular schools in India.

History.—Special attention is paid to the intelligent teaching of history.

Geography.—The subject is extremely well introduced and the teaching leaves little to be desired in the lower classes, where the general standard of attainment is high. The top forms were a little disappointing and every effort should be made to present the subject in an interesting way. In commercial and political geography for example questions of present day interest might with advantage be discussed.

Mathematics.—In the lower classes both the teaching and the progress made are very satisfactory. Arithmetical tables should, however, be reduced to a minimum and more attention might be given to problems of an every day nature. In the upper school there is a distinct lack of interest in the subject most Kumars preferring to take alternative courses such as law and administration.

Science.—The science laboratory is commodious and very well equipped. The teaching and general standard of attainment are much above the average and call for no special comment.

General.—We were especially impressed by the keenness and intelligence shown by the Kumars in some of the lower classes. The college generally continues to do excellent work and to maintain its high reputation.

ANNEXURE N.

Mayo College, Ajmer.

Curriculum for 1921-22.

Post-Diploma Class—3rd year.

English.

1. Text Books :—

- (1) Selected Short Stories :—World's Classics Series (Clarendon Press).
- (2) Scott :—Ivanhoe.
- (3) Shakespeare :—Hamlet and one other.
- (4) Dickens :—A tale of two Cities.
- (5) Selections from Palgrave's Golden Treasury.

2. Essay and Grammar.

3. General knowledge including a study of Economic questions

History.

1. Vincent Smith :—Early History of India.
2. Lane Poole :—Medieval India.
3. Lyall :—Rise of the British Dominion in India.
4. Strachey :—India.
5. Anderson :—British Administration in India.

Administration and Subjects for the Lower Standard Examination Ajmer-Merwara.

I.—ADMINISTRATION.

- (1) Notes on State Administration.
- (2) The Famine Code (Ajmer-Merwara).
- (3) Notes on Famine Policy as laid down by the Government of India.

II.—REVENUE.

- (1) The Ajmer Land Revenue Regulation II of 1877.
- (2) The Irrigation Regulation and Rules.
- (3) The Land Acquisition Act.
- (4) The Ajmer Land Alienation Regulation III of 1914 with Rules.
- (5) Land Improvement Loans Act of 1883 with Rules.
- (6) Agriculturists Loans Act of 1884 with Rules.

III.—JUDICIAL.

- (1) The Indian Penal Code and Amended Acts with the Whipping Act.
- (2) The Code of Criminal Procedure.
- (3) The Code of Civil Procedure.
- (4) The Evidence Act.
- (5) The Ajmer Courts Regulation.
- (6) The Ajmer Laws Regulation.
- (7) The Ajmer Government Wards Regulation 1888 with Rules.
- (8) The Ajmer Taluqdars Loans Regulations 1911 with Rules.

IV.—MISCELLANEOUS.

- (1) Transliteration and translation into Urdu or English of easy manuscript documents in (a) Kayasthi and (b) Mahajani characters.
- (2) Translation of a simple piece of English into Hindi in these characters.
- (3) Conversation in the ordinary language of the District with an ordinary villager. Similar tests in Urdu, omitting the conversational portion.

Post-Diploma Class.—2nd year.

English.

1. Text Books :—
The same as for 3rd year.
2. Essay writing and Grammar.
3. General knowledge.

History.

Vincent-Smith :—Lynn's Rise of the British Dominion in India.
Lane Poole :—Medieval India.
Anderson :—British Administration in India.

Administration.

I.—ADMINISTRATION.

- (1) Notes on State Accounts.
- (2) The Famine Code (Ajmer-Merwar.)
- (3) Notes on Famine Policy as laid down by the Government of India.

II.—REVENUE.

A.—General Revenue Laws :—

- (1) Land and Revenue Regulation II of 1877.
- (2) Irrigation Regulation VIII of 1887.
- (3) Agriculturists' Loans Act XII of 1884.
- (4) Land Improvement Loans Act XIX of 1883.

B.—General Revenue Rules :—

- (1) Patwaris, Girdawars and Registrar Girdawars Rules.
- (2) Rules for Survey and Boundary marks.
- (3) Irrigation Rules.
- (4) Rules for the maintenance of village maps.
- (5) Rules for Assessment of Land Revenue on villages under the variable system.
- (6) Taqavi Rules.
- (7) Other Revenue Rules :—

Mutation Rules; Wasil-baki Nawis Rules; Appointment and dismissal of Lambardars; Duties of Lambardars and Patels; Duties of Tahsildars; Fees payable under Section 75 of the Land Revenue Regulation, &c.

III.—THEORETICAL SURVEYING.

IV.—PRACTICAL :—

- (1) Revenue work in Camp.
- (2) Surveying and computation of area.

V.—Hindi Reading and Writing.

VI.—Urdu Reading and Writing.

VII.—Arithmetic.

VIII.—Law :—

- (1) The Indian Penal Code.
- (2) The Civil Procedure Code (In Part).
- (3) The Criminal Procedure Code (In Part.)
- (4) The Evidence Act (In Part.)

Science or Economics.

SCIENCE :—

Lectures on "Home Hygiene" and Physics and Chemistry as applied to various common things in alternate years.

Economics.—Mrs. Fawcett's Political Economy.

Post-Diploma Class.—1st year.

English.

1. Text Books :—The same as for 3rd year.
2. Essay writing and Grammar.
3. General knowledge.

History.

Text Books :—The same as for 2nd year.

Administration.

I.—ADMINISTRATION.

- (1) Notes on State Accounts.
- (2) Famine Code (Revised Edition).

II.—REVENUE.

A.—General Revenue Laws.

- (1) Land and Revenue Regulation II of 1877.
- (2) Irrigation Regulation VIII of 1887.

B.—General Revenue Rules.

- (1) Patwari Rules.
- (2) Rules for Survey and Boundary marks.
- (3) Rules for Assessment of Land Revenue under the variable system.
- (4) Wasil-baki Nawis Rules.

III.—SURVEYING :—

Theoretical and Practical by Plane Table and computation of areas.

IV.—Hindi Reading and Writing.

V.—Urdu Reading and Writing.

VI.—Arithmetic.

VII.—Law :—

The Civil Procedure Code, (In Part).
The Indian Penal Code.

Science or Economics.

The same as for 2nd year.

First Class—Diploma Class.

Compulsory Subjects.

English.

1. Text Books :—
 - (1) Prose :—Prisoner of Zenda.
 - (2) Poetry :—Shakespeare—Tempest.
 - (3) Treasure Island—Stevenson.
2. Essay and Grammar.
3. Translation.
4. General knowledge.

History and Geography.

History :—

- (a) English—No text book prescribed. English History to be taught with special reference to the development of constitutional liberty and the growth of the British Empire; to be treated on the broadest lines up to the end of the 18th century, after which important imperial and social questions should be examined in greater detail.

Junior Cambridge-Historical-Reader.

Leslie—Jones :—A View of English History.

- (b) Indian—No text book prescribed. Only the salient features of Indian History should be regarded up to the campaigns of Clive, after which the rise and effects of the British dominion should be carefully studied.

Vincent Smith :—Oxford University Students' History of India.

Geography—

No text book prescribed. A General knowledge of the world and a more detailed knowledge of the British Empire and particularly of India.

Questions on Physical Geography may be set.

- (1) Morrison's Junior Geography of India, Burma and Ceylon.
- (2) The Atlas Geographies—British Empire.
- (3) The Atlas Geographies—British Isles.
- (4) The Atlas Geographies—Physical Geography.

Maps to be drawn—India and the British Colonies.

Mathematics.

Special Group set I.—

Arithmetic :—Pendlebury and Tait—Chapters 1—40.

(Corresponding with the Allahabad University Matriculation Standard).

Alternative Subjects.

Vernacular (one to be taken.) :

- (a) URDU :—Allahabad University Course for 1920.

Grammar—General.

Translation—English into Urdu.

Composition.

Petition Reading.

- (b) HINDI :—Prose—Hindi Selections in Prose and Poetry (published by Ram Dāyal Aggarwala).

Tulsidas Ramcharitmanas (abridged by Syam Sunder Das).

Grammar—By Chandra Mauli Shukul.

Translation—English into Hindi.

Composition—Letters.

Reading Petitions and documents in court script.

Science or Second Language (one to be taken).

SCIENCE :—Both Theoretical and Practical—Hill and Mackenzie's Physics and Chemistry for Indian Schools—Parts I—IV.

SANSKRIT :—Selections from Hitopdesha, Parushpariksha and Mahabharata (Belvedere Press, Allahabad).

Grammar—Simple declensions and conjugations, and Elementary rules of syntax and compounds.

K. P. Trivedi's Sanskrit Teacher.

Translation—English into Sanskrit and vice versa.

PERSIAN :—Persian Entrance Course (Punjab University.)

Grammar—Miftah ul-Qawaid (Anwar Ahmed Press, Allahabad.)

Translation—Persian into English and vice versa.

Administration or Advanced Mathematics (one to be taken.)

ADMINISTRATION :—(1) Law—Withworth's Law Lectures.

Lectures on Hindu and Muhammadan Law.

(2) Surveying—Theoretical and Practical by means of Lectures.

(3) Notes on :—(i) Patwari papers (ii) Revenue Administration and (iii) Irrigation.

ADVANCED MATHEMATICS :—Special Group Set I :—

(1) Algebra—Baker and Bourne—Chapters 1—25 and 36—38.

(2) Geometry—Hall and Stevens—Parts I to V with easy deductions.

Theorems—1, 18, 20-32, 34, 38-58, 60-64, 66 and 72.

Problems—1-10, 22, 23, 25-31.

(Corresponding with the Allahabad Matriculation Standard).

Second Class.

Compulsory Subjects.

English.

TEXT BOOKS :—Kincaid—The Indian Heroes.

Andrew Lang—The Tales of Troy.

Shakespeare—Julius Caesar.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive composition.

Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY :—(a) English-Junior Cambridge Historical Reader.

(The Expansion of England under the Tudors; the Renaissance and the Reformation; the Stuart Period, and the Constitutional Struggle; the Civil War and Parliamentary rule; the Restoration; the Revolution of 1688; the Hanoverian period and the beginning of Cabinet Government; the Colonial Expansion of the 18th century and the War of American Independence; the Napoleonic War; and the period of reform which follows with the industrial Revolution.)

(b) Vincent Smith—Oxford Student's History of India.

The British Period pp. 182 to end.

GEOGRAPHY :—World with special reference to British Empire and India.

(1) Morrison's Junior Geography of India.

(2) Macmillan's Geographical Exercise Books No. I and III.

(3) The Atlas Geographies—British Isles

(4) The Atlas Geographies—Physical Geography.

Mathematics.

ARITHMETIC :—Special Group Set II.

Pendlebury and Tait—Chapters 1-40. (Two year's course).

Vernacular (one to be taken.)

(a) **URDU** :—Guldasta-i-Adab.

Qawaid-i-Urdu Part II (Mission Press, Allahabad), 2nd half.

Ma'munai Kayzari-i-Karrawai—(Aijaz Muhammadi Press, Lucknow.)

Translation and composition.

(b) **HINDI** :—Hindi Selections in prose and poetry, published by Ram Dayal Aggarwal.

Ramacharita Manasa (abridged) by Syam Sunder Dass.

Grammar—by Chandra Mauli Shukul.

Translation—English into Hindi.

Drawing.

Buchanan's Art Drawing Plates, 21-29.

Alternative Subjects.

Science or Second Language (one to be taken.)

SCIENCE :—Both Theoretical and Practical.

Dr. Hill's Chemistry for Indian Schools Part III.

SANSKRIT :—Selections from Hitopdesh, Purushpariksha and Mahabharata (Belvedere Press, Allahabad).

K. P. Trivedi's Sanskrit Teacher.

Translation—English into Sanskrit and vice versa.

PERSIAN :—Punjab University Entrance Course—pp. 103—202.

Grammar—Miftah-ul-Qawaid—2nd half

Translation—English into Persian and vice versa.

Administration or Advanced Mathematics (one to be taken).

ADMINISTRATION :—LAW—Withworth's Law Lectures.

General Notes on Land Revenue system.

ADVANCED MATHEMATICS :—Special Group set II (Two year's Course) as in Diploma class

Third Class.

Compulsory Subjects.

English.

TEXT BOOKS :—Ker and Cleaver's Heroes of Exploration and Discovery.

Arnold :—Sohrab and Rustam,

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive Composition.

Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY—(a) English—Junior Cambridge Historical Reader.

(Early Britain; the Roman occupation; the Norse Invasions; the Danish and Norman conquests; Constitutional development under Henry I, Henry II, John de Montfort and Edward I, the Hundred years War; and the Wars of the Roses.

(b) Indian—Thompson's Junior History of India (to end of Moghul Empire.)

GEOGRAPHY—The World with special reference to British Empire and India.

(1) The Atlas Geographies—British Empire.

(2) Macmillan's Geographical Exercise Book No. III.

(3) The British Empire in Pictures.

Mathematics.

ARITHMETIC—Upper Group Set III.

Pendlebury and Tait—Chapters 1-31.

ALGEBRA :—Baker and Bourne—Chapters, 1-12.

GEOMETRY :—Hall and Stevens—Parts I and II with easy deductions.
Theorems—1-18, 20-30; Problems—1-19.

Vernacular (one to be taken.)

(a) **URDU :—Guldasta-i-Adab.**

Qawaid-i-Urdu Part II—(Mission Press Allahabad) 1st half.

Inshai Urdu Shikasta—1st half.

Translation and Composition.

(b) **HINDI :—Prose—Selections in Prose and Poetry—Published by Ram Dayal Aggarwal (in part).**

Tulsidas—Ram Charitmanasa (abridged by Syam Sunder Das)—
Sundra and Lanka Kandas.

Grammar by Chandra Mauli Sukul.

Composition and Translation (English into Hindi.)

Alternative Subjects.

Science or Second Language (one to be taken).

SCIENCE :—Both Theoretical and Practical.

Hill and Mckenzie's Physics and Chemistry for Indian Schools Part II.

SANSKRIT :—Indian Press Sanskrit Reader No. II.

Grammar—As given in the Reader.

K. P. Trivedi's Sanskrit Teacher.

Translation—English into Sanskrit and vice versa.

PERSIAN :—Panjab Entrance Course—pp. 1-108.

Grammar—Miftah-ul-Qawaid—1st half.

Translation—English into Persian and vice versa.

Fourth Class.

Compulsory Subjects.

English.

TEXT BOOKS :—Prose—High roads to History Books III and IV.
Alladin (Macmillan's suppl. Readers.)

Poetry—English Poetry (2nd Series Ballads) by J. Nelson Fraser.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive Composition.

Translation and Retranslation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY :—Marsden's History of India for Standards III and IV (in Vernacular.)

GEOGRAPHY :—No book prescribed—Northern continents.

Mathematics.

ARITHMETIC :—Upper Group Set IV.

Hall, Stevens and Simm's Arithmetic for Indian Schools—Chapter 7, 12, 13, 14; and 16 together with revision of work done in lower sets.

ALGEBRA :—Baker and Bourne—Chapters 1-6.

GEOMETRY :—Hall and Stevens—Part I—Theorems :—1-16. Problems 1-13 with easy deductions.

Vernacular (one to be taken).

(a) **URDU** :—Guldasta-i-Adab.

Qawaid-i-Urdu Part I (Mission Press, Allahabad,) 2nd half.
Composition.

(b) **HINDI** :—Hindi Praveshika (Indian Press, Allahabad.)

Grammar by Chandra Mauli Sukul.
Composition.

Drawing.

Buchanan's Art Drawing Plates 13-18.

Model Drawing of cubes, rectangles, cylinders &c., combined and shading with colour.

Alternative Subjects.

Science or Second Language (one to be taken.)

SCIENCE :—Both Theoretical and Practical.

Hill and Mackenzie's Physics and Chemistry for Secondary Schools Part I.

SANSKRIT :—Indian Press Sanskrit Reader No. I.

Grammar as given in the Reader.

Translation—English into Sanskrit and vice-versa.

PERSIAN :—Gulzar Dabistan—pp. 1-16 and 24-39.

Grammar—Miftah-ul-Qawaid, pp. 1-20.

Fifth Class.

English.

TEXT BOOKS :—De Witt—The Trojan War.

Horatius.

Composition—Wren's Progressive Composition.

Grammar.

Translation and Retranslation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY :—Marsden's History of India for Standards III and IV (in Vernacular.)

GEOGRAPHY :—No book prescribed—Southern continents.

Science.

Oral Instruction (Object Lessons.)

Mathematics.

Middle Group Set V.

ARITHMETIC :—Hall, Stevens and Simm's—Chapters 3, 6, 9, 10 and 11 revision of work done in Lower Sets.

ALGEBRA :—Baker and Bourne—Chapters 1-2.

GEOMETRY :—Hall and Stevens—Part I. Practical. Problems 1-5.

Vernacular (one to be taken).

(a) URDU :—Ahsan-ul-Intikhab—2nd half.

Qawaid i-Urdu, Part I—(Mission Press, Allahabad) 1st half.

Composition.

(b) HINDI :—Lower Middle Hindi Reader (Indian Press, Allahabad).

Grammar by Chander Manli Sukul.

Composition.

Drawing.

Buchanan's Art Drawing of cubes, rectangles, cylinders &c. Shading with pencil.

Sixth Class.

English.—TEXT BOOKS :—New English Course for Indian Schools—4th Reader.

Nelson's Indian Reader Book 3 (to be supplemented).

Tales from Andersen (Macmillan's suppl. Readers).

Lyrical poetry.

Copy writing.

Geography.—No book prescribed—1. World in outline.

2. India in outline (vide scheme).

Science.—Oral Instruction—(Object Lessons).

Arithmetic.—Middle Group Set VI :—

Hall, Steven and Simm's Arithmetic—Chapters 2, 4, 5 and 8, H.O.F. and L.O.M. by Factors or otherwise. Decimal Fractions and Elementary Vulgar Fractions, and revision of work done in Lower Sets, measures of weight, length and capacity, English, Indian and metric, measures of time, multiplication Tables up to 20×20 , $20 \times \frac{3}{4}$, $20 \times 1\frac{1}{4}$, $20 \times 1\frac{1}{2}$.

Practical Geometry—Use of Mathematical Instruments—straight lines and angles at a point and their bisection.

Vernacular (one to be taken).

(a) URDU :—Ahsan-ul-Intikhab by Muhammad Abdul Jalil (Lazarus & Co. Benares) 1st half.

Grammar—Aziz-ul-Mubtadi.

Copy writing and Dictation.

(b) HINDI :—Lower Middle Hindi Reader—1st half.

Grammar, Copy writing and Dictation.

Composition.

Drawing.—Buchanan's Art Drawing Plates, 4-6, and Model Drawing, cubes, rectangles at various positions.

Seventh Class.

English.—Text Books :—New English Course for Indian Schools—3rd Reader.
Nelson's Indian Reader, Book 2.
Copy writing.

Geography.—No book prescribed—Outline Geography of Rajputana, Division of Land and Water (World Map).

Science.—Object Lessons (in vernacular).

Arithmetic.—Lower Group Set VII.

Hall, Steven and Simm's Arithmetic—Chapters, 1, 2 and 4.
The compound Rules—Indian and English money and weights (no fractions of pies, pennis, chhataks or ounces). Prime numbers and Factors and H. C. F. and L. C. M. by Factors only, and revision of work done in Lower Sets.

Vernacular (one to be taken).

(a) **URDU** :—Lower Primary Reader Part II.
Qawaid-i-Urdu (Nawal Kishore Press).
Grammar—Parts of Speech.
Copy writing and Dictation.

(b) **HINDI** :—Indian Press, Reader Book 1 Parts I and II.
Grammar, Copy writing and Dictation.

Drawing.—Buchanan's Art Drawing Plates 1-8.
Model Drawing, cubes at various positions.

Eighth Class.

English.—Text Books :—A Section—Longman's New English Course for Indian Schools—1st Reader.
Do. Do. 2nd Reader.

B. Section—Longman's New English Course for Indian Schools—Primer.
Copy writing.

Geography.—No book prescribed—Ordinary physical phenomena, Geographical terms (with special reference to Local map). Plans of class room and compound Model in sand of picture and plan in Phillip's Chart.
Geography of Ajmer.

Science.—Object Lessons (in vernacular).

Arithmetic—Lower Group Set. VIII :—

Notation and Numeration of number of not more than 12 figures.
The Four Simple Rules. Multiplication Tables from 1-20. Revision of work done in Set. IX.

Lower Group Set. IX.

Notation and Numeration of Numbers of not more than six figures (one lac or one hundred) both English and Indian Methods, Addition and Subtraction.

Vernacular (one to be taken).

(a) **URDU** :—A & B Sections—Urdu ka Naya Qaida (Indian Press, Allahabad).

Urdu Reader No. 1.

Lower Primary Reader Part I.

Copy writing.

(b) **HINDI** :—A & B Sections—Hindi Primer (Indian Press).

Hindi Reader for Preparatory Class B (Nawal Kishore Press).

Hindi Reader for Class I (Nawal Kishore Press).

Copy writing.

Drawing.—Crayon and brushwork Exercise Books No. 1 and 2.

Freehand :—Straight and curved lines in various positions.

ANNEXURE O.

Detailed results of the Annual Examinations.

POST DIPLOMA CLASS—THIRD YEAR.

Subjects.	English.	History.	Administration.	Total.	REMARKS.
Full Marks.	710	710	1,420	2,840	
Kanwar Jagat Shamsher Jang of Nepal ...	433	437	929	1799	
Thakur Sultan Singh of Palwa, Alwar ...	305	387	1001	1696	

Prize Winner :—KANWAR JAGAT SHAMSHER JANG ... English, History and Aggregate.

THAKUR SULTAN SINGH ... Administration.

POST DIPLOMA CLASS—SECOND YEAR.

Subjects.	English.	History.	Administration.	Law.	Political Economy.	Translation.	Religion.	Girdawar Examination.	Total.	REMARKS.
Full Marks.	350	150	100	200	100	50	50	360	1,760	
Kanwar Shyam Narayan Dube of Indore, C.I.	307	88	52	98	49	35	15	*256	900	*Failed in Girdawar's examination and Aggregate.

Prize Winner :—KANWAR SHYAM NARAIN DUBE OF INDORE. General Proficiency.

POST DIPLOMA CLASS—FIRST YEAR.

Subjects.	English.	History.	Law.	Administration.	Vernacular.	Translation.	Arithmetic.	Surveying.	Science or Political Economy.	Religion.	Total.	REMARKS.
Full Marks.	550	150	300	100	50	50	50	50	100	50	1,450	
Kanwar Raghuraj Singh of Alipura, C. I. ...	246	89	175	68	38	36	43	48	67	14	824	
Sahibzadah Mir Fazl-i-Ali Khan of Bangana- palli, Madras	204	84	169	56	30	28	15	34	52	41	713	
Sardar Rajendra Singh of Kapurthala ...	242	60	164	34	33	22	18	26	20	...	619	
Kanwar Lakshman Singh of Kathiawara C. I.	191	65	91	36	8	23	42	41	27	10	534	
Kanwar Bahadur Singh of Para, Alwar ...	148	54	129	42	26	25	26	43	...	9	502	
Bakhshi Raghunath Singh of Bharatpur ...					Absent.							

Prize Winner :—KANWAR RAGHURAJ SINGH Class Prize.

DIPLOMA CLASS.

Subjects.	English.	History and Geography.	Vernacular.	Arithmetic.	Administration or Advanced Mathematics.	Science or Second Language.	Total.	REMARKS.
Full Marks.	225	150	50	50	100	75	650	
Rajkumar Ajat Shatru Singh of Sailana, C. I.	158	93	26	44	82	68	471	
Kanwar Mussoorie Shamsheer Jang of Nepal	183	95	23	31	75	54	461	
Sahibzadah Mir Nasir-uddin of Surat ...	132	72	21	32	59	56	372	
Thakur Man Mahipal Singh of Namli Ratlam, C.I.	119	71	31	20	60	53	354	
Raja Kishor Chandrn Mardraj Hari Chandan of Nilgiri, Orissa	124	66	24	15	58	48	335	
Rao Sajjan Singh of Kundla, Jhalawar ...	96	74	36	15	60	51	332	
Thakur Amar Singh of Mori, Marwar ...	107	54	25	20	70	42	318	
Kanwar Ripusudan Singh of Semlia, Sailana, C.I.	95	64	30	19	57	52	317	
Kanwar Pratap Singh of Banera, Mewar ...	93	73	27	23	56	41	313	
Sahibzadah Mir Ghulam of Surat	84	57	15	15	44	38	253	

Prize Winners:—RAJKUMAR AJATSHATRU SINGH SAILANA ... English, Geography, Mathematics, Science.

KANWAR MUSSOORIE SHAMSHER JANG ... English, Administration.

SAHIBZADAH MIR NASIRUDDIN OF SURAT ... Science.

THAKUR MANMAHIPAL SINGH OF NAMLI ... Hindi.

RAO SAJJAN SINGH OF KUNDLA ... Hindi.

SECOND CLASS.

Subjects.	English.	History and Geography.	Arithmetic.	Law Administration or advanced Mathematics	Science or Second Language.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	225	150	50	50	75	50	25	50	675	
Kanwar Rup Narayan Dube of Indore, C. I.	158	91	9	30	44	22	12	25	391	Fails in Arithmetic
Maharaj Sawairaj Singh of Banswara ...	109	97	24	20	50	23	17	30	370	
Chakur Daulat Singh of Basi, Mewar ...	83	56	22	20	23	19	16	28	267	Fails in Sanskrit and Aggregate.
Kanwar Giriraj Singh of Bharatpur ...	84	44	11	17	30	20	18	42	266	Fails in History, Geography Arithmetic and Aggregate.
Bhanwar Shatrunjai of Shahpura ...	67	67	28	26	17	17	14	20	256	Fails in English Sanskrit and Aggregate
Thakur Kesri Singh of Khinwasar, Marwar	68 165	56 100	...	S.	38	28	17	48	255 465	Was absent on some of the days.
His Highness Maharaja Umed Singh of Jodhpur, Marwar ...	95	54	0	23	26	6	14	17	235	Fails in Arithmetic, Hindi and Aggregate.
Maharaj Mehtab Singh of Bamulin, Kotah.	12 60	6 50	2	15	...	...	A.	A.	35 210	Was absent on some of the days.

Prize Winners:—MAHARAJ SAWAIRAJ SINGH ... Class Prize.

KANWAR RUPNARAYAN DUBE ... English.

THIRD CLASS.

Subjects.	English.	History and Geography.	Mathematics.	Science or Second Language.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	225	150	100	75	50	25	50	675	
Thakur Pratap Singh of Bijaipur, Mewar...	161	87	95	68	35	19	48	513	
Rao Raja Akhai Singh of Harsore, Marwar	92	58	56	51	31	13	30	331	Fails in Aggregate.
Bhanwar Dhairyashil Rao of Dhar, C. I. ...	125	63	40	28	24	19	25	324	Fails in Aggregate.
Kanwar Brijbehari Singh of Kushalgarh ...	111	45	71	24	14	13	28	306	Fails in Aggregate, History and Geography, Science and Hindi.
Thakur Govind Singh of Raipur, Marwar...	90	60	26	33	28	14	45	296	Fails in Aggregate and Mathematics.
Thakur Madho Singh of Sadara, Ajmer ...	81	51	43	26	29	13	35	278	Fails in Aggregate.
Thakur Rameshwar Singh of Bandanwara, Ajmer ...	84	44	28	32	28	15	38	269	Fails in Aggregate History, Geography, and Mathematics.
Thakur Bhairon Singh of Nizamnagar, Alwar	113	53	12	24	28	17	20	267	Fails in Aggregate, Mathematics and Sanskrit.
Raja Gopal Singh of Bharatpur ...	93	54	39	22	28	11	18	265	Fails in Aggregate and Science.
Thakur Bharat Singh of Pipalda, Kotah ...	48	50	38	34	20	21	26	237	Fails in Aggregate and English.
Thakur Khuman Singh of Bidasar, Bikaner	48	42	33	17	31	9	36	216	Fails in Aggregate, English, History, Geography and Science.
Kanwar Jiwan Singh of Tantoti, Ajmer ...	37	16	15	13	15	20	17	133	Fails in Aggregate, History, Geography, Mathematics, Sanskrit and Hindi.
Thakur Sawai Singh of Bori, Jhabua, C. I.				Did not appear.					
Shahdeo Singh of Kapurthala, Punjab				Did not appear.					

Prize Winners:—KANWAR PRATAP SINGH ... Class Prize—Special Prize for efficiency all round Science.

RAO RAJA AKHAI SINGH ... Sanskrit,

FOURTH CLASS.

Subjects.	English.	History and Geography.	Mathematics.	Science or Second Language.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	175	100	100	50	50	25	40	540	
Kanwar Mool Singh of Dolgarh, Idar ...	95	71	64	42	40	17	28	357	
Raja Pashupati Pratap Singh of Bansi, U. P.	166	63	9	30	21	9	16	314	Fails in Mathematics.
Kanwar Mool Singh of Narsingarh, C. I. ...	108	63	27	31	34	13	18	294	Fails in Mathematics.
Kanwar Swarup Singh of Chimraoli, Alwar	64	57	50	33	28	20	36	288	
Kanwar Shambhu Singh of Deogaon-Baghera, Ajmer ...	84	56	43	26	26	18	22	275	
Patil Gauri Shanker Shikherdeo of Gangpur, Orissa ...	101	38	29	18	35	15	14	250	Fails in Aggregate & Mathematics.
Kanwar Shivnath Singh of Alwar ...	66	45	31	28	22	19	18	229	Do. do.
Thakur Devi Singh of Bijwar, Alwar ...	39	...	...	...	19	...	17	75	Absent for part of the Examination.
Kanwar Ganesh Pal of Hadoti, Karauli ...	75	...	...	26	22	16	14	153	
Kanwar Shri Narhardeoji Vijaideoji of Dharampur ...	...	...	...	...	...	...	...	340	
			Did not appear.						

Prize Winners:—KANWAR MOOL SINGH IDAR ... Class Prize.

RAJA PASHUPATHI PRATAP SINGH ... English.

KANWAR SWARUP SINGH CHIMRAOLI ... Sanskrit.

FIFTH CLASS.

	English.	History and Geography.	Mathematics.	Science.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	135	80	80	40	40	20	30	425	
Kanwar Narayan Singh of Kishangarh ...	91	57	57	22	33	15	28	303	
Thakur Udai Singh of Sabalwad, Idar ...	61	45	51	35	32	16	22	268	
Sahibzadah Nasir Ali Khan of Jaora, C. I.	96	31	38	22	25	16	20	251	
Maharaj Gulab Singh of Kotra, Kotah ...	62	33	59	21	21	17	26	239	
Kanwar Balbir Singh of Bharatpur ...	62	43	37	25	26	16	28	237	
Thakur Amar Singh of Bijwar, Alwar ...	73	26	33	22	18	16	17	205	Fails in History and Geography and Aggregate
Kanwar Sher Singh of Balunda, Marwar ...	74	31	43	13	16	12	11	200	Fails in Aggregate.
Kanwar Bachan Singh of Alsar, Bikaner ..	31	30	43	16	20	11	18	172	Fails in English and Aggregate
Kanwar Ramsahai Singh of Bharatpur ...	50	21	31	17	20	15	12	166	Fails in History and Geography and Aggregate.
Maharaj Kesri Singh of Alsar, Bikaner ...	33	32	35	16	15	18	13	162	Fails in English and Aggregate
Maharaj Debi Singh of Alsar, Bikaner ...	28	30	17	29	21	14	8	147	Fails in English, Mathematics, Religion and Aggregate.
Kanwar Balwant Singh of Danta, Mahikantha ...	36	17	28	14	10	13	8	126	Fails in English, History and Geography, Vernacular, Religion and Aggregate.

Prize Winner:—KANWAR NARAYAN SINGH OF KISHENGARH... Class Prize.

